Education in the C. P.

Report on the state of progress.

1905-06 to 1909-10.

00133963

BOMBAY BRANCH
OF THE
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REPORT

ON THE

133963

STATE AND PROGRESS OF EDUCATION

IN THE

CENTRAL PROVINCES

FOR THE YEAR

1905-06.

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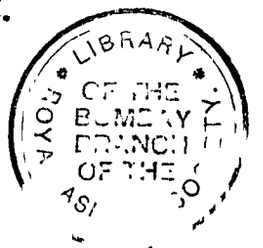

No. 904-A—VI-10-8.

Nagpur, the 14th November 1906.

READ—

Letter No. 4496, of the 20th August 1906, from the Director of Public Instruction, Central Provinces, forwarding the Report on the state and progress of education in the Central Provinces for 1905-06.

READ ALSO—

The Circle and District Reports.

Resolution by the Chief Commissioner, No. 13768, dated the 21st November 1905, on the state and progress of education in the Central Provinces for the year 1904-05.

RESOLUTION.

The chief difficulties which have to some extent during recent years retarded the progress of educational effort in these Provinces have been the disturbing influence of plague, and the inelasticity of Provincial Revenues. During the year now under review the first cause has again been operative, especially in the larger centres, and a marked result has been shown in the comparatively poor achievements of Central Provinces scholars, taken as a whole, in the prescribed examinations. As the Director points out, "it is not the mere loss of tuition that affects the boys, but also the moral depression caused by the presence of dangerous disease in their neighbourhood, and often even in their families." On the other hand, the general increase of prosperity throughout the Provinces, and a liberal grant of two lakhs of rupees made by the Government of India for expenditure on primary education, enabled much larger sums to be devoted to educational objects than has been possible in previous years. In 1904-05 a total sum of Rs. 18,74,540 was spent on education in the Central Provinces—exclusive of Sambalpur, which was transferred to Bengal during the year under review—while during 1905-06 the total educational expenditure amounted to Rs. 22,38,378, representing an increase of Rs. 3,63,838. With the exception of a sum of Rs. 30,000 which was reserved for Provincial expenditure on primary schools for girls, the whole of the special grant of two lakhs was distributed to District Councils, and the expenditure of these bodies on primary education rose from Rs. 5,32,433 to Rs. 6,93,192. The total expenditure on primary schools from all sources now stands at Rs. 8,47,393.

2. In last year's Resolution the Chief Commissioner expressed a hope that the result of these liberal grants to local funds would be apparent in a very large expansion in the numbers both of schools and pupils. In the circumstances it is somewhat surprising, and at first sight disappointing, to find that while the number of scholars has increased by 11,731, the number of institutions has decreased from 3,115 to 3,090. It appears, however, that this decrease is entirely due to a fall of 70 in the number of schools in the Berar Circle, so that

as a matter of fact the number in the Central Provinces proper increased by 45. While the expansion and development of individual schools, which is shown by the increase in the average number of pupils at each school, affords cause for satisfaction, it must be borne in mind that the great extent and comparatively sparse population of the Central Provinces render the foundation of new schools in places at present without educational facilities a matter of even greater importance, if those facilities are to be brought within the reach of all sections of the people; and the Chief Commissioner hopes that this object will be borne steadily in mind in the application of the increased funds now available for educational purposes. In forwarding the report for the Nagpur District, the Commissioner remarks: "There are many villages in the district with no schools, which, if in other districts, would be considered large enough to support one." Stress was laid last year on the loss to the community involved by the closing of indigenous schools in Berar. The Inspector, Berar Circle, now reports that 28 District Board schools were opened during the year to take the place of indigenous schools which had disappeared, and it appears from the Director's report that 20 more such schools have been started in Amraoti alone since the close of the year. The Chief Commissioner is glad to see that the District Boards are alive to their responsibility in the matter. At the same time he considers it advisable again to lay stress on the fact that the resources of Government and of local bodies available for primary education are necessarily limited, and that advantage must be taken of every assistance that private effort can supply.

3. Further progress was made during the year in the strengthening of the inspecting staff, by the opening of a new Inspecting Circle, and the appointment of the Inspector of European Schools, Bombay, to the charge of the European schools in the Central Provinces. The Director notices certain difficulties which have been experienced in the practical working of this arrangement, and has proposed that a Personal Assistant to the Director should be appointed, whose duties would be combined with those of the Inspector of European Schools. The difficulties noticed are inseparable from an arrangement which is of the nature of a compromise; but the Chief Commissioner is not satisfied that any case exists for the appointment of a Personal Assistant to the Director, even in combination with the Inspectorship of European Schools. The two posts in the lowest grade of Deputy Inspectors were abolished, thus raising the minimum pay of this class of officers to Rs. 60. It appears to be too early as yet to pronounce a definite opinion on the effect of the substitution of inspection for examination, by the abolition of the Anglo-Vernacular Middle School Examination; but the Director inclines to the opinion that the present policy is in some respects a mistake, and is resulting in the admission to High Schools of a distinctly inferior class of boys to those who came in after passing the Anglo-Vernacular Middle School Examination. A scheme is under consideration for reorganizing the ranges of Deputy Inspectors in Berar, and amalgamating the cadre with that of the Central Provinces; but it has been found that the many obvious advantages of the proposal, which would enable transfers to be effected between the two parts of the Provinces, are counterbalanced by certain drawbacks, and the scheme will need further consideration before it can be sanctioned.

4. The Provincial grant to District Councils allowed for the substitution for low-paid Monitors of Assistant Masters on a minimum pay of Rs. 10 (if certificated) and the Chief Commissioner has learned with pleasure of the good effect which this reform has had in increasing the popularity of service in the lower ranks of the Department. At the same time the mere promotion of undeserving men from Monitors to Assistants will not effect the reform which is desired, and Mr. Miller trusts that care has been, and will be, taken to see that only properly trained men are appointed. Proposals have recently been approved for a modification of the institution known as Arbor Day, which had hitherto been observed in a manner that gave rise to much unpopularity in some districts, and which attained but little success anywhere. A more important matter which was under consideration during the year is the system of charging fees. Hitherto there has been a graded scale of fees, depending on the income of the parents, a system which was exceedingly unpopular with the people and which placed on the heads of schools and colleges a responsibility which they should

not, in the Chief Commissioner's opinion, be required to bear. A scale of fixed fees has, since the close of the year, been introduced in the Central Provinces.

5. During the year non-recurring grants of Rs. 10,000, and recurring grants of Rs. 3,000, were made to each of the Morris and Hislop Colleges and this increase in their resources should be of great advantage to the two Aided Colleges at the head-quarters of the Province. There has been no appreciable increase in the numbers of students at the two colleges; but the absence of progress in this direction, as also the poor results attained in the examinations, may fairly be attributed to the dislocation in the work of the colleges caused by the severe outbreak of plague. The new Principal of the Morris College and the Professor of Chemistry and Physics for the Victoria Technical Institute have now taken up their appointments, and liberal provision has been made for the equipment of the laboratories in the Institute. The arrangements are not in all respects complete, but in the course of another year students taking the Science Course in Nagpur will have facilities for practical study, such as have hitherto been unknown in the Province. The staff of the Jubbulpore College has also been increased, but the site of this institution is cramped and crowded, and it is a matter of great difficulty to effect such improvements as will render it worthy of its position as the only Government College in the Province.

6. Owing largely to liberal public subscriptions two new Municipal High Schools were started during the year at Wardha and Hinganghat respectively, and their opening affords a gratifying sign of the growth of public interest in the higher branches of education. Two private High Schools at Khandwa and Chanda were also amalgamated with existing Municipal Middle Schools, the latter being provincialized, while the former remained under Municipal management. Anglo-Vernacular Middle Schools are reported to be well-managed and well-equipped; and though the number of Vernacular Middle Schools shows a small decline, it may be gathered from the increase in the number of their pupils that the fears which were expressed last year as to the tendency of this class of school to decline in popularity have not been fulfilled.

7. Primary education in the Central Provinces has always owed much of its success to the great interest taken in it, not only by leading non-official gentlemen but by officers of all ranks. The Chief Commissioner is glad to observe that there has been no diminution of this interest in the past year, and he has learned with much pleasure of the really remarkable progress which has been made in the district of Balaghat under the guidance and encouragement of the Deputy Commissioner, Mr. Low. Mr. Miller has read some remarks by that officer on the subject of the unsuitability of the standard plan for village schools, which seem to show that there may possibly be some misunderstanding on the subject. Any standard plan that may have been prepared should be regarded as merely a guide for the construction of good school-houses in large places where local bodies can provide the necessary funds; where cheaper and simpler constructions will suffice they should be freely resorted to, and where schools are required and any suitable building can be obtained their opening should not be delayed merely because funds for a school on the approved pattern are not forthcoming. Mr. Miller sees some reason to think that expenditure on buildings absorbs too large a portion of the sums available for the spread of primary education. The relations of the Educational Department with District Councils continue to be cordial, and the Director speaks well of the interest taken by those bodies in their schools.

8. In the Teachers' Certificate Examination 19 passes were given to students from the Training Institution at Jubbulpore in the secondary grade, and 55 in the primary, as against 11 and 32 last year. The result is satisfactory, and bears witness to the continued efficiency of the management of the institution. The appointment of additional staff in the Practising School has resulted in a very large increase in the number of pupils. Additions have also been made to the staff of the Raipur and Nagpur Normal Schools, and a proposal is now under consideration for removing the latter from its present unsuitable site to a site next to the proposed School of Handicrafts at Nagpur, where its work would be carried on under much more advantageous conditions. The Female Normal School

at Nagpur has been removed to Amraoti, but does not attract very many pupils at present, and it appears doubtful whether its transfer was well advised. The Jubbulpore school has done very well, and the long sustained efforts of Miss Ross have borne fruit in its present popularity. Some time must elapse before similar results can be expected at Amraoti, but the Chief Commissioner trusts that some substantial improvement in the present state of affairs will not be long in manifesting itself.

9. Though no very great material progress can as yet be recorded, the question of improving the facilities for technical education has occupied serious attention, and the Chief Commissioner has been much gratified by the cordial desire to co-operate with the Administration in its scheme for the improvement of the existing arrangements which has been evinced by the leading members of the industrial and mercantile community. A second State Technical Scholarship has been given to the Provinces, but considerable difficulty is experienced in present conditions in obtaining candidates with the requisite qualifications. The Victoria Technical Institute at Nagpur has now been formally opened. A site for the School of Handicrafts has been selected, plans for the school are under preparation, and as soon as the financial arrangements are completed work on the school can be begun. The Engineering School at Jubbulpore has maintained its popularity, and the results of the examinations were very satisfactory. The post of Superintendent has been raised to the Provincial Service. The Normal Agricultural Class at Nagpur, which is intended to enable Primary Schoolmasters to teach the rudiments of agriculture, has also slightly increased in numbers. In connection with this school the Director discusses the suggestions of the Inspector-General of Agriculture in India, for the substitution of "Nature-study" for the teaching of agriculture as a separate subject in Primary Schools. The Chief Commissioner agrees with Mr. Hill that the Primary Schools in these Provinces are admittedly good, and that any attempt to tamper with the existing curriculum must be undertaken with great caution; but it appears to him that the Inspector-General's proposals, even though they may be open to criticism in details, correctly indicate the spirit in which the problem should be approached.

10. The provincialization of Girls' Schools maintained by local bodies in Berar has now been carried out, and the increase of 1,455 in the number of pupils in girls' schools directly managed by the Department bears out what was said last year as to the success which has attended the transfer of these schools from the control of local bodies. The Inspectress, Miss Haes, has shown much energy in visiting schools in all parts of her extensive charge, and under her direction and supervision a great advance in the popularity and in the standard of female education may be expected. Two Assistant Inspectresses have been appointed to relieve the Inspectress of part of her touring work. Good work in training teachers continues to be done by the various Missionary agencies; but owing partly to the non-success of the Female Normal School at Amraoti, it appears that the difficulty of securing an adequate supply of trained teachers in the Marathi-speaking parts of the Provinces is still as far as ever from a solution.

11. The new Code for European Schools has now been introduced, and a sum of Rs. 56,000 allotted as grants to European schools in the Provinces in accordance with its provisions. The Director reports that increasing difficulty is being found in securing qualified Assistant Teachers on the present rates of pay, and that the Protestant schools, with their limited resources, are especially affected by the lack of attractions offered by the teaching profession. The grants ordinarily admissible to the Bishop's School at Nagpur under the new Code have been found to be quite insufficient for its maintenance, and the whole question of the future of the school has been referred to the Director of Public Instruction. The Chief Commissioner is aware of the great practical difficulties against which the school has to contend, and would consider it a matter for great regret if this school, which is now doing very good work, were unable, from financial causes, to maintain its present position. The very interesting report of Mr. Covernton, Inspector of European Schools, shows that in spite of difficulties these institutions are generally conducted on satisfactory lines.

12. The Chief Commissioner is aware of the thoroughness with which the officers of the Educational Department in these Provinces perform their duties and of the interest they display in their work and his acknowledgments are due to them and to the Director of Public Instruction for his control of the department. The higher ranks of the Department have unfortunately been seriously weakened by the transfer of Mr. Sharp, whose work had been conspicuously successful, to Eastern Bengal and by the regretted death of Mr. Knox-Johnson, the Principal of the Jubbulpore College. The report would, in the Chief Commissioner's opinion, do more justice to the work accomplished if it were drawn up on more interesting lines and were less encumbered by statistical tables and details of minor importance.

ORDER.—Ordered, that a copy of this Resolution, together with the enclosures be submitted to the Government of India in the Home Department and that copies be forwarded to the Director of Public Instruction, and to all Commissioners and Deputy Commissioners, Central Provinces, for information and guidance, and that it be published in the Supplement to the *Central Provinces Gazette.*

W. N. MAW,

Second Secretary to the Chief Commissioner,

Central Provinces.

Sectt.Press, Nagpur :—No. 1687, Civil Sectt.—22-11-06—350.

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No. 4496.

FROM

S. C. HILL, ESQ.,

DIRECTOR OF PUBLIC INSTRUCTION,

Central Provinces,

TO

THE SECRETARY TO THE CHIEF COMMISSIONER
IN THE EDUCATION AND MEDICAL DEPARTMENT,

Central Provinces.

Nagpur, the 20th August 1906.

SIR,

I have the honour to submit the annual report on the state and progress of education in the Central Provinces for the year 1905-06.

2. My most cordial thanks are due to the Inspecting Staff for their assistance during the year. Mr Sharp, Inspector of Schools, Jubbulpore Circle, has been transferred to Eastern Bengal and Assam as Director of Public Instruction, and whilst we all congratulate him on his well-deserved promotion, his departure is a great loss to the Department. Mr. Covernton, Inspector of European Schools, Bombay and the Central Provinces, has done exceedingly good work in connection with the Revised Code so as to meet the requirements of the Provinces. Miss Haes, Inspectress of Schools, has had a very difficult task to perform in organizing Female Education.

3. The work of my office has been much hampered by the state of the records, due to the deficiency of staff, added to the confusion consequent on a change of location, and, during the cold weather, by the prolonged absences of many of the clerks owing to the outbreak of plague in Nagpur.

4. On the whole the report presents, I think, a satisfactory record of progress, but I may mention that it has been exceedingly difficult to give the exact figures in certain cases, as no separate figures were given last year for the four Feudatory States which were handed over to Bengal in October 1905. For the purpose of comparing this year with last, the figures for Sambalpur have been deducted from last year's returns, wherever they were available.

CHAPTER I.

GENERAL AND STATISTICAL SUMMARY.

General statistics

5. Comparative statistics of educational institutions of all kinds for the years 1904-05 and 1905-06:—

Class of Institution.			1904-05.			1905-06.		
			Institutions.	Pupils.	Average number of pupils per school	Institutions	Pupils.	Average number of pupils per school.
BRITISH TERRITORY.								
Central Provinces.								
Colleges			5	345	69	5	366	73
Secondary Schools	High Schools		23	1,675	72	27	2,056	76
	Middle Schools	English	31	3,341	108	90	9,738	108
		Vernacular	246	28,449	115	242	29,749	122
Primary Schools		English	8	331	41	8	339	42
		Vernacular	2,497	145,653	58	2,448	154,377	63
Special Schools	English and Vernacular for Males		15	779	52	14	663	47
	English and Vernacular for Females		3	126	42	3	60	20
Females	Secondary Schools	English	15	362	24	11	255	23
		Vernacular	21	1,979	94	20	1,708	85
	Primary Schools	English	8	551	68	10	521	52
		Vernacular	179	8,471	47	210	9,926	47
Private Institutions not conforming to Departmental Standard.			4	67	16	2	112	56
Total			3,115	198,129	63	3,090	209,860	67
FEUDATORY STATES.								
Central Provinces.								
Secondary Schools	High Schools		2	20	10	1	24	24
	Middle Schools	English	10	468	45	5	308	61
		Vernacular	16	2,433	152	11	1,783	162
Primary Schools		English	...	...	...	...	...	...
		Vernacular	299	21,462	71	68	12,211	73
Females	Middle Schools, Vernacular		1	2	2	...	...	...
	Primary Schools, Vernacular		13	796	61	9	531	59
Total			341	25,181	73	194	14,857	76
GRAND TOTAL			3,456	223,310	64	3,284	224,717	68

In British Territory the number of institutions has fallen from 3,115 to 3,090. Scholars have, on the contrary, increased from 198,129 to 209,860 or by 11,731. As regards the Feudatory States, both the schools and scholars have decreased by 147 and 10,324, respectively, the decrease being due to the transfer to Bengal of the four large States in the Sambalpur District. The figures relating to each class of institutions will be considered under their appropriate chapters.

Special features of the year's work.

6. The main features of the year's operations are summarized below:—

(1) The Sambalpur District was transferred to Bengal.

(2) In pursuance of the policy laid down by the Government of India of substituting more efficient inspection for examinations, a new Inspector's circle was formed, with head-quarters at Hoshangabad, on the 1st April 1905. This redistribution of Inspectors' circles has added to the difficulty of compiling the figures.

(3) The Inspector of European Schools in Bombay and the Central Provinces actually took charge of his duties on the 15th April. I consider it a great advantage to have our schools under the guidance of an officer acquainted with the much larger and more numerous European schools in Bombay, but the arrangement has shown itself to be accompanied by certain insuperable inconveniences, of which I may mention four :—

(*a*) It is necessary for the Inspector to visit the Central Provinces at a time when the schools have opened only recently after the vacation.

(*b*) It is impossible for the Inspector to examine the Primary Schools *in situ* for the Primary Scholarships, *i. e.*, if this examination is to be held at the same time as the other written School Examinations, *viz.*, in November, which is the end of the school year.

(*c*) It is impossible sometimes to dispose of urgent matters promptly owing to the Inspector being absent on tour at a great distance from his head-quarters.

(*d*) It is very difficult for him to make special visits which might be desirable on an emergency.

(4) Liberal grants from Provincial Funds were made to District Councils for the improvement of Primary Education. In most cases the bulk of this was spent on increasing the pay of their Primary Schoolmasters and in replacing Monitors by Assistant Masters. Where certificated masters were not available, larger sums were spent upon school buildings. The increase of the pay of the District Council Masters has re-acted upon the Municipal Schools, in many of which the pay of the masters has also been raised.

(5) Grants were made towards the improvement of School Libraries, including those of Girls' Schools.

(6) The High School at Khandwa was amalgamated with the local Municipal Middle School.

(7) A scheme of graded service for Masters in Government High and Normal Schools was finally introduced during the year.

(8) A graded scheme for Girls' School Teachers in Berar was sanctioned.

(9) Several successful conferences of Teachers have been held by the Deputy Inspectors, and the Inspectors of Schools held similar conferences at their head-quarters with good results. I was present at two of the Inspectors' conferences (Berar and Nerbudda circles) and was much pleased at the interest shown by both Inspecting Officers and Teachers. The conferences form almost the only opportunity enjoyed by Educational Officers for comparing opinions and hearing of and studying new methods of teaching Some of the Deputy Inspectors make very good use of their own conferences to give instruction to Teachers on points in which they are deficient.

(10) The rules governing the work of Deputy Inspectors of Schools have been modified so as to improve the quality of inspection.

(11) Successful gatherings of boys in athletic sports were held at various places.

(12) Rural schools with their half-time curriculum were established in Berar.

(13) The districts in Berar were reorganized. They are now four instead of six.

(14) The High Schools in Berar sent up their pupils for the Allahabad University Examination for the first time.

(15) Municipalities have been authorized to establish special scholarships tenable at Anglo-Vernacular Schools by boys passing from Municipal Schools.

(16) The administration of Girls' and Female Normal Schools was transferred for the most part to the charge of the Inspectress of Schools.

(17) Additional staff for the Raipur Normal School was sanctioned with higher salaries.

(18) By means of a grant from funds at the disposal of the Commissioner of Nagpur, the staff of the Practising School attached to the Male Normal School was completed.

(19) The Female Normal School at Nagpur was removed to Amraoti.

(20) A new building plan for Girls' and Primary Schools has been approved by the Chief Commissioner and a few school buildings have been begun. Though the new plan is founded upon an essentially Indian type, I am sorry to say this plan has not met with the popularity it deserves, especially in Berar, where it seems that more expensive buildings are preferred though they give inferior light and ventilation.

(21) A special grant of Rs 30,000 (Rs. 20,000 for Central Provinces and Rs. 10,000 for Berar) was made during the year towards the opening of new Girls' Schools and the construction of new buildings.

(22) An Anglo-Vernacular Girls' School was started by the American Mission, Jubbulpore. This is the first of its kind.

(23) The system of special scholarships in Girls' Schools has been revised and the scholarships in Female Normal Schools have been graded.

(24) A new curriculum for Girls' Schools has been issued and the Girls' Schools in Berar reclassified in accordance with the Central Provinces rules and curriculum.

(25) New Bombay Vernacular Readers have been introduced in the Girls' Schools, Berar.

(26) Proposals have been made for the modification of the rules for Arbor Day and the Tutorial System, the reorganization of the Director's Office and regulation of the channels for correspondence on educational subjects, the re-arrangement of the Deputy Inspectors' ranges in Berar, the modification of the system of fee assessment, the preliminary examination of books to be placed before the Text-book Committee and the provision of assistants for the Inspectress of Schools.

Proportion of the scholars to children of school-going age in each District.

7. This has increased from 11·06 to 11·8 in British Territory and from 8·4 to 9·5 in the Feudatory States. The increase in the latter would appear to be due to the fact that the most backward States educationally in the Sambalpur District have been transferred to Bengal. All the districts except Akola and Raipur share in the increase. As regards Raipur the Deputy Commissioner points out that the Deputy Inspector has utterly confused his figures and that the actual percentage of attendance is now just over 10 per cent. Amraoti and Narsinghpur top the list with 15·7 and 15·4, respectively, while Hoshangabad and Jubbulpore with percentages of 15·3 and 15·2, respectively, stand next. Bhandara stands at the bottom with 8·7, the percentages of the remaining districts ranging from 13·7 to 8·8.

Percentage of pupils to children of school-going age according to race or creed.

8. Percentage of scholars of school-going age under instruction according to sex and race or creed:—

Class of the Community.	Population of school-going age.		Scholars.				Percentage.			
			1904-05.		1905-06.		1904-05.		1905-06.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
BRITISH TERRITORY.										
Central Provinces.										
Europeans and Eurasians ...	724	422	633	645	624	571	87·4	152·8	86·1	135·3
Native Christians ...	1,523	1,408	2,466	1,914	2,300	2,079	161·9	135·7	151·01	147·6
Muhammadans ...	38,888	37,212	17,106	1,455	17,330	1,562	43·9	3·9	44·5	4·1
Hindus ... Brahmins ...	34,017	30,396	25,704	2,148	25,055	2,329	75·5	7·06	73·6	7·6
Hindus ... Non-Brahmins ...	750,697	768,774	135,950	8,668	134,792	8,161	18·1	1·1	17·9	1·06
Budhists ...	144	99	345	38	1,607	98	239·5	38·3	1,115·9	98·8
Parsees ...	131	93	102	67	103	52	77·8	81·7	78·6	55·9
Gonds and other Aboriginal Tribes.	106,488	114,183	4,781	297	3,496	69	10·4	·6	10·5	1·2
Others ...	4,931	4,469	6,887	463	8,269	1,363				
Total ...	937,543	957,056	193,974	15,704	193,576	16,284	20·6	1·6	20·6	1·7
FEUDATORY STATES.										
Europeans and Eurasians ...	17	14	...	...	...	...	...	...	..	...
Native Christians ...	37	41	13	1	24	1	35·1	2·4	64·8	2·4
Muhammadans ...	909	893	559	9	502	14	61·4	1·007	55·2	1·5
Hindus ... Brahmins ...	2,748	2,560	1,703	265	680	94	61·9	10·3	24·7	3·6
Hindus ... Non-Brahmins ...	113,858	116,875	13,870	1,883	7,984	923	12·1	1·6	7·01	·7
Budhists ...	...	...	...	...	...	..	...	...	...	...
Parsees ...	...	...	...	...	...	...	..	...	...	.
Gonds and other Aboriginal Tribes.	30,666	30,680	3,111	254	2,385	258	20·6	1·3	10·6	1·1
Others ...	89	62	3,238	275	1,891	101				
Total ...	148,324	151,133	18,993	2,256	13,466	1,391	12·8	1·4	9·07	·6

9. In British Territory the total percentage of children under instruction to those of school-going age is, under boys, 20·6 and under girls, 1·7, against 20·6 and 1·6, respectively. In the Native States the percentage of boys and girls is 9·07 and ·9, respectively, against 12·8 and 1·4: the decrease in the latter is not accounted for. It is satisfactory to note that the percentage of the backward classes—"Others"—has increased, *viz.*, for boys from 10·4 to 10·5 and for girls from ·6 to 1·2. These figures show, like last year, that the Census returns have ceased to be applicable.

Classification of pupils according to languages.

10. Distribution of scholars according to the languages studied:—

Territory.	Public Institutions.						Private Schools.		
	English.	Per cent.	Classical language.	Per cent.	Vernacular language.	Per cent.	English.	Classical.	Vernacular.
1904-05.									
British Territory—Central Provinces and Berar.	12,285	6·1	2,292	1·1	193,804	97·8	...	19	48
Feudatory States—Central Provinces.	485	1·9	32	·1	25,149	99·8	...	...	...
Total ...	12,770	6·4	2,324	1·1	218,953	110·5	...	19	48
1905-06.									
British Territory—Central Provinces and Berar.	13,019	6·2	2,467	1.1	207,090	98·6	60	11	101
Feudatory States—Central Provinces.	332	1·3	24	·9	14,524	57·6	...	...	...
Total ...	13,351	53·02	2,491	9·8	221,615	98·6	60	11	101

. The number of English-learning children has increased in British Territory from 12,285 to 13,019 or by 734. The number studying classical languages shows also an increase of 167. In Feudatory States the figures show a decrease under both the heads, this being due to the transference of the four States. Other figures call for no special remarks.

General and statistical summary for the preparation of maps.

12. The information called for by the Government of India (Home Department letter No. 7-Education-191, dated the 28th March 1895) is given in the following table :—

	Territory.	Population.		Children.		1905-06.				
		Males.	Females.	Males.	Females.	Total number of children under instruction.	Total number of children in Colleges and Special Schools.	Number of boys in Secondary Schools.	Number of boys in Primary Schools.	Total number of girls under instruction
	BRITISH TERRITORY.									
The Nerbudda Valley.	Saugor ...	238,728	232,318	35,809	34,848	8,826	...	2,533	4,981	1,312
	Damoh ...	143,488	141,838	21,523	21,276	4,863	...	758	3,840	265
	Jubbulpore ...	335,552	345,033	50,333	51,755	15,538	307	2,550	10,725	1,956
	Narsinghpur ...	153,938	160,013	23,091	24,002	7,257	...	817	5,780	651
	Hoshangabad ...	224,105	225,060	33,616	33,759	10,321	...	2,169	7,314	840
	Total ...	1,095,811	1,104,262	164,372	165,640	46,807	307	8,827	32,640	5,024
	Percentage ...	...	...	...	...	14·2	·09	5·3	19·8	3·03
The Satpura Range	Nimar ...	167,921	159,114	25,188	23,867	5,964	...	898	4,748	318
	Betul ...	139,940	145,423	20,991	21,813	3,953	...	560	3,395	88
	Chhindwara ...	199,369	208,558	29,905	31,284	5,718	..	1,016	4,528	174
	Seoni ...	158,416	169,293	23,762	25,394	4,627	...	457	3,779	391
	Balaghat ...	157,789	168,792	23,659	25,319	5,728	...	533	5,099	96
	Mandla ...	156,491	160,759	23,474	24,114	4,679	...	659	3,711	315
	Total ...	979,866	1,011,939	146,979	151,791	30,669	...	4,116	25,170	1,383
	Percentage ...	...	...	...	...	10·2	...	2·8	17·1	·9
The Maratha Country.	Wardha ...	193,815	191,248	29,072	28,691	7,959	...	1,738	6,023	198
	Nagpur ...	377,612	374,232	56,642	56,135	14,654	456	4,089	8,825	1,284
	Bhandara ...	320,648	342,414	48,096	51,362	8,674	...	1,382	7,156	196
	Chanda ...	297,272	304,261	44,591	45,639	8,615	...	1,196	7,011	408
	Total ...	1,189,347	1,212,195	178,401	181,829	39,902	456	8,345	29,015	2,086
	Percentage ...	..	...	...	...	11·07	·12	4·7	16·2	1·1
Chhattisgarh.	Raipur ...	532,675	564,183	79,901	84,627	16,587	82	525	13,635	2,345
	Bilaspur ...	445,789	471,451	66,868	70,718	11,946	...	433	10,477	1,036
	Drug ...	297,908	330,887	44,148	33,133	9,209	...	21	8,209	1,079
	Total ...	1,276,462	1,366,521	190,917	188,472	37,842	82	979	32,321	4,460
	Percentage ...	..	...	...	...	9·0	·02	·5	16·8	2·3
Berar.	Akola ...	383,427	371,377	57,514	55,707	14,504	48	4,490	8,979	978
	Amraoti ...	413,013	396,486	61,952	59,473	19,072	54	4,985	12,947	1,086
	Buldana ...	308,153	305,603	46,223	45,840	12,663	...	4,466	7,493	704
	Yeotmal ...	289,707	286,250	43,456	42,937	8,401	...	3,007	5,022	372
	Total ...	1,394,300	1,359,716	209,145	203,957	54,640	102	16,957	34,441	3,140
	Percentage ...	...	...	...	...	13·2	·02	8·1	16·4	1·5
	FEUDATORY STATES.									
Nerbudda Valley.	Hoshangabad ...	6,492	6,543	974	981	308	...	...	308	...
	Total ...	6,492	6,543	974	981	308	...	...	308	...
	Percentage ...	...	...	...	...	15·7	...	...	31·6	...
Chhattisgarh.	Raipur ...	345,684	354,640	51,853	53,196	13,649	...	517	11,811	1,321
	Bilaspur ...	38,847	40,928	5,827	6,139	900	...	25	805	70
	Total ...	384,531	395,568	57,680	59,335	14,549	...	542	12,616	1,391
	Percentage ...	...	...	...	...	12·4	...	·9	21·9	2·3
	Grand Total ...	6,326,809	6,456,744	948,468	952,005	224,717	947	39,766	166,520	17,484
	Percentage ...	...	...	...	...	11·8	·04	4·1	17·5	1·8

Total expenditure on education and the sources from which it is met.

13. As required by the orders of the Government of India conveyed under Secretariat endorsement No. 5963, dated the 23rd May 1905, General Table No. IV for the Central Provinces and Berar was separately forwarded to the Comptroller, Central Provinces, for verification and correction. For the total expenditure on Government institutions and Educational Offices, District Council Schools, and Provincial grants to aided schools in the Central Provinces and Berar, the figures supplied by the Comptroller have been adopted. Figures for the Municipal Schools, which could not be verified by his office, have been, as last year, taken from the departmental returns. In dealing with expenditure, that in Sambalpur has been deducted from the figures given in last year's report, and the great increase is due chiefly to the large grant made by the Government of India for Primary Education. The expenditure on buildings executed by the Public Works Department also does not appear in the returns appended to the report.

14. The total expenditure on Government institutions rose from Rs. 3,13,829 to Rs. 4,23,664. The increase is generally shared by all classes of institutions. As regards the increased expenditure on buildings and furniture, it may be stated here that many buildings for Girls' Schools were erected or commenced during the year both in Berar and the Central Provinces.

15. The expenditure on District Council Schools was Rs. 7,66,057 against Rs. 5,97,170. The increase is due partly to the increased expenditure on Primary Schools and partly to the fact that a larger amount was expended on school-buildings during the year. Fluctuations under other heads are usual and call for no special remarks.

16. The expenditure on Municipal Schools was Rs. 2,59,508 against Rs. 1,79,167. Of this 33·6 per cent was met from Municipal Funds and 47·2 per cent from provincial contributions. Fees contributed 16·3 per cent. The remainder was met from other sources.

17. The expenditure on Aided Schools was Rs. 4,07,745 against Rs. 4,02,612. Provincial grants amounted to Rs. 1,41,241 against Rs. 1,45,311. It is satisfactory to note that endowments have increased from Rs. 1,29,209 to Rs. 1,64,671, a fact which speaks well of the public feeling in favour of education. Unaided Schools show an increase of Rs. 2,857.

18. The expenditure under Scholarships, Direction, Inspection and Miscellaneous has increased from Rs. 2,59,310 to Rs. 2,98,302. The increase is chiefly restricted to inspection and is accounted for by the fact that the new Inspector and Inspectress drew their pay for the whole year and that a new office had to be formed for the new circle.

19. To summarize the above, it will be noticed that the total expenditure on education in British Territory was Rs. 21,80,839 against Rs. 17,75,104. Of this 40·53 per cent was met from Provincial Revenues against 35·9 per cent last year, 36·48 per cent against 37·7 from District Funds, 7·77 per cent from Fees against 6·9, 5·17 per cent from Municipal Funds against 6·9, and 10·05 per cent from other sources.

20. The expenditure in Native States amounted to Rs. 58,539 against Rs. 99,436, the decrease being due to the transference of the four States which were shown in the returns for the last year.

Alteration in scholarships.

21. During the year 124 girls' special scholarships (62 at the value of Rs. 3 each and the remaining at Rs. 5 each per mensem, tenable in any school) were sanctioned. The scholarships tenable in the Female Normal Schools were also revised and their value has been substantially increased. The total expenditure on scholarships was Rs. 24,748 from Provincial Funds and Rs. 13,099 from District Council Funds.

Average cost of educating each pupil.

22. The average cost of educating each pupil is given in detail in General Table No. II. In Arts Colleges, the average cost of educating each pupil has increased from 207·6 to 238·02 wing to the increase in expenditure in those institutions. In Secondary Schools

it has slightly fallen, *viz.*, from 12·9 to 12·5, while in Primary Schools it has increased from 3·7 to 5·07. The increase in Primary Schools is due partly to the increased expenditure on salaries of Teachers and new buildings.

Fee receipts.

23. Fee receipts in British Territory have increased from Rs. 1,60,379 to Rs. 1,69,193 or by Rs. 8,814. The increase is chiefly confined to colleges and Secondary Schools. Fees in District Council Schools are shown as District Council Funds.

Results of examinations.

24. The results of examinations are given in General Table VI. In the Entrance Examination 123 candidates were successful out of 360 who appeared, as against 188 and 445, respectively. Thirty-one boys out of 44 who appeared passed the School Final Examination against 42 and 57, respectively. In the F. A. and Intermediate Examinations 106 candidates appeared, of whom 34 were successful. In both cases the results are poor and are largely ascribable to the excessive number of failures amongst candidates who appeared at the examinations held by the Calcutta University. In Bengal this was ascribed to the severity of the examiners, but as far as our students are concerned I think the real cause was the outbreak of plague which caused the colleges and schools to be closed for some months of the session. It is not the mere loss of tuition that affects the boys, but also the moral depression caused by the presence of dangerous disease in their neighbourhood and often even in their families. In the High School Scholarship Examination 95 passed out of 173 who appeared. Passes in the Teachers' Certificate Examination increased from 248 to 383 (including 106 pupils from the Training Classes). This increase is very satisfactory and indicates good progress generally made by all the Normal Schools and Training Classes. In the B. A. Examination of the Calcutta University 6 passed out of 67 who appeared. The results of the Allahabad B. A. Examination are not yet out. In the M. A. Examination of the Calcutta University one candidate appeared and was successful. Thirty candidates appeared at the B. L. Examination of the Calcutta University and 5 passed.

CHAPTER II.

CONTROLLING AGENCIES.

Director of Public Instruction.

25. I held the office of Director of Public Instruction throughout the year. Besides my usual tours of inspection, I also visited Simla to attend the Conference of Directors held in September 1905.

Work of Inspectors of Schools and Inspectress and Inspector of European Schools, Central Provinces and Bombay.

26. The strength of the Superior Inspecting Staff has been increased during the year by the opening of a new circle, so that now each circle corresponds to a Commissioner's Division, and by the appointment of an Inspector for European Schools. At present the chief want of the Inspecting Staff is an officer available to relieve any Inspector who may go on leave. Deputy Inspectors, who were formerly required to inspect each school not less than three times a year, are now required to inspect them not less than twice, the object being to allow more time for inspection whilst less is spent on travelling. The monthly programmes which these officers were required to submit for the previous sanction of the Inspector have also been abolished and thus more discretion is allowed in arranging their work. The Inspector of Schools, Nerbudda Circle, reports that these officers, so far from abusing the concessions granted to them, have in every case exceeded the minimum of work prescribed.

Change from Examination to Inspection.

27. In regard to the general effect of the substitution of inspection for examination, as the last Anglo-Vernacular Middle School Examination was held in 1901-02, it appears to be still too early to speak definitely on the subject, seeing that this is the first year in which boys who did not appear for the Anglo-Vernacular Middle School Examination have appeared for the Entrance. The Entrance and School Final Examination results for the last three years are as follows:—

		1903-04.	1904-05.	1905-06.
Candidates	...	538	504	409
Passed	...	172	230	154

The diminution in the number appearing at the Entrance Examinations is due to the transfer of the Sambalpur High School and the extension of the High School Course to a third year, and even the percentage of passes must have been affected by the closure of the schools for plague. Thus these statistics cannot be taken as decisive.

28. I find most of the Inspectors averse to express any opinion on the subject, but several Head Masters of High Schools consider the class of boys now entering their schools to be distinctly inferior to those who came in after passing the Anglo-Vernacular Middle School Examination. On theoretical grounds, I join with these Masters in thinking the abolition of this examination to have been a mistake or at least to have serious disadvantages, and further support for their opinion is to be found in the report of the Inspector of the Chhattisgarh Circle, who says that though three-fourths of them were entitled to compete for scholarships, none of the pupils in the 4th class of the Raipur High School appeared for the High School Scholarship Examination, which is of the same standard as the old Anglo-Vernacular Middle School Examination. This was because they feared they would fail at the examination and so be debarred from entering the High School Classes. Mr. Mitchell points out a somewhat obvious result of the abolition of the Anglo-Vernacular Middle School Examination, *viz.*, that the English course of seven classes has now become continuous owing to the desire of parents to have some public certificate to show for their children's progress. Taken with what has been said above of the hesitation shown by boys who might go up for the High School Scholarship Examination, this would show that we are getting in our High Schools a larger number of an inferior quality, and that of these boys many should by their circumstances and probable occupation in life have ceased attendance at school at an earlier stage than the Entrance. Possibly the strong wish expressed in many places to raise Middle Schools to High Schools is partly due to this want of finality in the Anglo-Vernacular Middle Course, but as the advent of a High School is accompanied by the introduction of Teachers of superior qualifications, the boys will get better teaching even in the Middle Classes, and, as so often happens, the evil will work out its own remedy.

29. The work done by the Inspectors of Schools and the Inspectress is summarized below:—

Nagpur Circle.

Mr. Beadon held charge throughout the year. He spent 225 days at head-quarters, the number of schools in Nagpur city being very large as compared with other head-quarter towns. He spent 140 days on tour and travelled 1,244 miles by rail and 1,287 miles by road. In all 239 inspections were made during the year.

Jubbulpore Circle.

Mr. Sharp was in charge from the beginning of the year until the 6th February 1906, *viz.*, the date on which his services were placed at the disposal of the Government of Eastern Bengal and Assam. Mr. Knox-Johnson held charge of the Inspector's office in addition to his own duties for the remainder of the year. Mr. Sharp spent 150 days on tour (including 14 days spent in attending University meetings at Allahabad) and made 191 inspections. He travelled 777 miles by road and 3,201 miles by rail. On account of Mr. Sharp's transfer, the schools of the Seoni and Mandla Districts were not inspected during the year by the Inspector. I saw some of them myself.

Nerbudda Circle.

This circle came into existence with the beginning of the official year. Mr. Mitchell held charge throughout the year. He spent 226 days on tour, making in all 221 inspections. He travelled 3,524 miles by rail and 1,243 miles by road. In addition to his Circle work Mr. Mitchell was deputed to visit certain European schools in Central India which occupied him about a month.

Chhattisgarh Circle.

Mr. Williamson was in charge from the beginning of the year to 13th November 1905. During this period he inspected 80 schools and travelled 135 miles by road and 1,492 by rail. He proceeded on leave on the 14th November

being relieved by Mr. K. C. Dutt. The latter remained in charge for the remainder of the year and made 92 inspections, travelling 677 miles by road and 458 miles by rail. In all 172 inspections were made by these two officers.

Berar Circle.

Mr. Candy was in charge throughout the year. He spent 252 days on tour and travelled 1,656 miles by rail and 1,114 miles by road. He made 198 inspections.

Inspector of European Schools.

Mr. Covernton held charge of the office of Inspector of European Schools, Bombay Preidency and Central Provinces, throughout the year. He inspected every European School, except that at Pachmarhi, at least twice in the year, spending 45 days in a tour of inspection in July and August 1905 and 21 days in March last; thus giving us more than the six weeks, which it was arranged he should spend in the Central Provinces.

Inspectress of Schools.

Miss Haes was in charge of the office of the Inspectress of Schools throughout the year. She spent 205 days on tour and travelled 7,848 miles by rail and 723 miles by road, making in all 211 inspections. During the course of the year she travelled through parts of all the Central Provinces and Berar, except Betul and Chhindwara.

Agency Inspector of Schools, Chhattisgarh Feudatories.

Mr. Ganpat Lal Choube was in charge of the office of Agency Inspector of Schools, Chhattisgarh Feudatories, during the year except for three months: from the 4th June to 4th September, when he was on privilege leave. During his absence Mr. K. C. Dutt held charge of his office. These two officers spent 184 days on tour and travelled 1,210 miles by road and 1,495 by rail, making in all 142 inspections.

Work of Deputy Inspectors of Schools.

30. The average number of inspections made by the Deputy Inspectors of Schools was in the Chhattisgarh Circle 210, in the Nagpur Circle 200 and in the Jubbulpore Circle 188, against 228, 226 and 242, respectively, in the previous year. The average number of inspections made by the Deputy Inspectors of Schools in the Nerbudda Circle was 231 and in the Berar Circle 194. The decrease in the number of average inspections in the Jubbulpore Circle is accounted for by the illness of Mr. Gopal Parmanand, Deputy Inspector of Schools, Saugor, and of Mr. Yado Rao of Seoni.

31. The following Deputy Inspectors are specially mentioned for good work:—

(1) Nagpur Circle.—Mr. Sheoprasad Pandey of Bhandara.
„ Pandurang Laxman Koltey of Warora.
„ Maroti Rao Joglekar of Nagpur.

(2) Jubbulpore Circle.—Mr. Hanuman Prasad of Jubbulpore.
„ Amrit Lal of Mandla.

(3) Chhattisgarh Circle.—Mr Jeorakhan Lal of Bilaspur.
„ Ganpat Ramchandra Kanitkar of Dhamtari.

(4) Nerbudda Circle.—Mr. Jayadeo Dixit, Hoshangabad.
„ Jaya Lal, Narsinghpur.
„ Gulab Singh, Chhindwara.

(5) Berar Circle.—Mr. Nizamuddin, Hindustani Deputy Inspector.
„ Balwant Vishnu Vaidya, Akola.
„ Krishnaji Malhar Paithankar, Buldana.

(6) Feudatory States.—Pandit Ghasi Ram Dani of Bastar.
Thakur Din Dayal Singh of Nandgaon.
Pandit M. Vijaya Shankar of Sarangarh and Raigarh.

EXTRA-DEPARTMENTAL CONTROLLING AGENCIES.

District Officers and their subordinates.

32. As in former years Deputy Commissioners have given much valuable assistance to the Department. The Tahsildars, generally, greatly assisted the Department. The Inspector of Schools, Nagpur Circle, however, reports unfavourably on the work of the

Tahsildar and his Naib in Hinganghat, and the Inspector, Jubbulpore, reports unfavourably on the work of the Tahsildars in the Seoni District.

33. The following Tahsildars are specially mentioned for their good work :—

Nagpur Circle.—Mr. Vinayak Anant of Chanda.
„ K. Anand Rao Sharma of Sironcha.
„ P. G. Timothy of Balaghat.
„ Sadasheo Raghunath Date of Tirora.

Berar Circle.—Mr. Raghubir Singh Dunia Sing of Wun.
„ Nilkanth Govind Deshmukh of Morsi.
„ Waman Ganesh Deshpande of Mehker.
„ Vasudeo Vithal Chandekar of Malkapur.
„ Sher Muhammad Khan of Basim.

Nerbudda Circle.—Mr. Narayan Rao Agate of Multai.
„ Bishambar Nath Dube of Hoshangabad.
„ Niamat Hussein of Sausar.

Chhattisgarh Circle.—Mr. Kunj Behari Lal of Raipur.
„ Gokulprasad, Additional Tahsildar, Raipur.
„ Bhagwandas of Baloda Bazar.
„ Vishvanath Rao of Mungeli.
„ Gokul Prasad of „

Jubbulpore Circle.—Thakur Gajraj Singh of Sihora.
Mr. Madho Singh, B. A., of Banda.
Khan Sahib Afzul Rahim of Saugor.
Mr. Thakur Prasad of Hatta.
Munshi Manzur Ahmad of Mandla.

District Councils and Local Boards.

34. The work of District Councils is mainly concerned with the great body of Primary Schools in rural tracts. The District Councils worked in harmony with the Department. A brief review of the progress in each district is given below.

35. *Nagpur.*—The number of schools has fallen by four. On the other hand the number of scholars and average attendance show an increase of 239 and 205, respectively, over the figures of the previous year. A slight decrease in the fee collections in Primary Schools was due to the prevalence of plague in Nagpur city. Ten new buildingswere erected during the year and only four are now required as against eight in the previous year. Furniture is reported to be still inadequate in certain cases, though something was effected by the special grant. The Deputy Commissioner considers the increase of the pay of Primary Schoolmasters and the construction of new school-buildings the best part of the year's work. The Commissioner whilst approving of the above thinks there are still many places without schools which need them.

36. *Wardha.*—The number of schools, scholars and average attendance has increased by 4,569 and 159, respectively. The fee collections have slightly increased. The district suffered from plague and small-pox as last year, but happily educational progress has not been much impeded. Sixteen school-buildings are still wanted, and it is understood that ten of them will be built this year. The Anglo-Vernacular Middle School at Ashti has been successfully managed by the Council.

37. *Chanda.*—The number of schools, scholars and average attendance show an increase of 5,714 and 1,429, respectively. The result of the Primary Examination was good and it is gratifying to note that the passes include 22 Dhers. The increase of Rs. 8,209 in expenditure on Vernacular Education is due to the raising of Masters' salaries and the construction of five new schools. Five schools are still without buildings of their own. The management of the District Council was very successful. The Deputy Commissioner notes that the full building programme could not be carried out for want of labour. The Commissioner thinks the prejudice against the admission of low-caste boys to schools will disappear under firm treatment.

38. *Bhandara.*—The number of schools has fallen by 1, while the number of scholars and average attendance rose by 198 and 86, respectively. The work of the District Council continues to be good. The expenditure on schools

increased by Rs. 7,375, partly owing to the erection of 11 new buildings during the year. The Deputy Commissioner considers that the increase of pay of Primary Schoolmasters tends to efficiency. The Commissioner considers that Bhandara ought to hold a higher place as regards the proportion of boys at school to boys of a school-going age.

39. *Balaghat.*—The number of schools, scholars and average attendance have all increased by 2, 728 and 473, respectively. Fees have also increased by Rs. 340. During the year 11 buildings were repaired and 4 new ones were constructed with the result that all schools have now buildings of their own. It is satisfactory to note that Infant Classes show great progress. The Council has, on the whole, done excellent work during the year. The Deputy Commissioner is dissatisfied with the way in which the building of schools is managed by the overseers. He considers that the progress of education in the District is largely due to the good work of the Tahsildars. He points out especially the progress of the Gonds in the Tahsil of Baihar. He is considering a plan for village libraries and reading rooms and thinks that the addition of a little general news to the Agricultural Gazette would much increase its popularity. The Commissioner ascribes the great progress of education in Balaghat to the keen interest taken in it by the Deputy Commissioner.

40. *Jubbulpore.*—Schools and scholars have increased by 3 and 507. respectively. The average attendance shows a slight increase of 21. Fee collections have also increased by Rs. 143. The Council spent 48·8 per cent of its gross income on education against 34·34 per cent last year. Four new buildings were erected and 8 unfinished ones were completed. There are still 9 uncertificated Head Masters. The Deputy Commissioner notes a large increase in the percentage of enrolled children to children of school-going age, especially in municipal areas.

41. *Saugor.*—Schools, scholars and average attendance have increased by 1,237, and 4·51 per cent respectively. The total expenditure on Education was Rs. 29,065 or 43·6 per cent of the Council's gross income. Rs. 5,364 were spent upon four new buildings, leaving 14 schools still unprovided. Furniture and appliances were supplied at a total cost of Rs. 2,109. There are still two uncertificated Head Masters and the number of uncertificated Assistant Masters has risen from 2 to 31 owing to the replacement of the Monitors by Assistants. The Deputy Commissioner thinks that the efforts of even the best Primary Schoolmasters are hampered by the excessive number of classes and by the diversity of the subjects which they have to teach.

42. *Damoh.*—The number of schools remains stationary, while scholars and average attendance have increased by 141 and 4·91 per cent, respectively. The Council spent Rs. 21,528 on Education, which was Rs. 698 more than its available income for Education. Four new buildings were erected and there are still four schools without suitable houses. Only one school is under an uncertificated Master. There are no training classes in Damoh, but efforts are being made to open one. The Vice-Chairman of the District Council thinks Damoh unsuited to school-gardens. The Deputy Commissioner notes a want of tidiness in dress amongst the Primary Schoolmasters. Agriculture, he thinks, is badly taught, the Masters themselves being ignorant of the subject.

43. *Seoni.*—Schools and scholars have increased by 1 and 150, respectively. The average attendance shows a decline of 2·89 per cent. Fee collections show an increase of Rs. 56. Four new buildings were constructed during the year and several schools repaired. There is still one school without a house of its own and 10 houses are reported unsuitable. Two schools are under uncertificated Head Masters and the number of uncertificated Assistant Masters is 49. There is only one training class in the district and it is necessary to start more to meet the demand for certificated Teachers. The School Committees are reported to be indifferent. The Deputy Commissioner notes an improvement in the teaching of Geography by means of profile maps.

44. *Mandla.*—All the departmental schools in the district have now been transferred to the management of the District Fund Committee. The number of schools remains the same, but the number of scholars and average attendance

have increased by 390 and 285, respectively. Eight new schools were erected and the supply of furniture and appliances is adequate. Seven schools are under uncertificated Head Masters and the number of uncertificated Assistants is 7. There are three training classes, of which two are reported to be satisfactory. The Deputy Commissioner, whilst admitting that the increased pay of Primary Schoolmasters has improved their efficiency, thinks that when more certificated Masters are available, still higher pay will be necessary to overcome the "extraordinary unpopularity of service in Mandla". The Deputy Commissioner prefers *deshi kasrat* to European drill and would make it the first item in the day's work. He considers Arbor Day and (in a lesser degree) school gardens cause unpopularity. In regard to opening new schools he demands that the people, to prove necessity, should provide a temporary building and keep up the school for six months.

45. *Hoshangabad*—It is gratifying to note that the remarkable progress in this district, noticed last year both as regards statistics and efficiency, has been maintained and added to. During the year three Anglo-Vernacular Middle Schools with their branches were transferred to the Circle Returns, with the result that while there has been apparently an increase of one school, the District Report shows only 134 schools or five less than last year. The scholars and average attendance, however, show an increase of 5½ per cent and 18 per cent, respectively. The special grant of Rs 9,700 was spent in raising the pay of Masters and replacing the Monitors by Assistant Masters. Rs. 7,017, were spent in erecting five new buildings, but there are still ten schools without houses of their own. Gardens are improving. The management of the District Council is satisfactory. The Deputy Commissioner notes that the chief difficulty in the provision of new school-buildings is the want of a larger supervising staff.

46. *Narsinghpur.*—Schools, scholars and average attendance have increased by 2, 758 and 385, respectively. Of the special grant allotted to the District, Rs. 6,500 were spent in raising the pay of Masters and replacing Monitors by Assistant Masters. Rs. 6,555 were spent on buildings and only three schools are now without houses of their own. Sixty schools have gardens and nine have demonstration plots which were successful. The Deputy Commissioner thinks there is room for many new schools in this district.

47. *Nimar.*—The number of schools is the same as last year, but scholars and average attendance show an increase of 2 per cent and 15 per cent, respectively. The special grant has enabled the Council to raise the pay of Masters, replace Monitors by Assistant Masters and erect new buildings. The Inspector of Schools reports that the distribution of schools is not in accordance with the present requirements of the district, a great portion of which has only recently been reclaimed from the jungles. Large tracts are without schools, and of the schools which exist, most are miserably housed and badly situated. This is, however, a matter which can be improved gradually as funds permit.

48. *Chhindwara.*—In spite of the closure of several schools for lengthened periods owing to plague, substantial progress has been effected. Schools, scholars and average attendance show an increase of 7, 417 and 238, respectively. The special grant was spent in raising the pay of Masters, replacing Monitors by Assistant Masters and erecting three new buildings. There are still five schools without houses of their own. As a rule, however, the schools are well housed, well equipped and have good gardens. The Deputy Commissioner thinks that efforts should be made to strengthen the Training Classes.

49. *Betul.*—Schools, scholars and average attendance have increased by 1,296 and 198, respectively. The special grant was utilized in improving the position of the Teachers and replacing Monitors by Assistant Masters. Four new buildings were completed during the year and three others are under construction. The schools are generally well furnished and have good gardens and their state is creditable to the District Council. The Deputy Commissioner says the schools are distinctly unpopular among the poorer classes owing to forced attendance of boys whose parents do not wish them to go to school, an overlong curriculum, and the beginning of education when the children are too young. This is especially so in backward districts like Betul, but statistics and experience alike show that gradual, even if slow, progress is being made in this respect.

50. *Raipur.*—As a separate Council for the new Drug District was not formed at the close of the year, figures dealt with under this head represent both the districts. The number of Secondary and Primary Vernacular Schools has increased by 23, the increase being due to the transfer of schools from Sambalpur and Bilaspur, and not owing to the opening of new schools. Scholars have increased by 3,720. It is satisfactory to note that the defects in connection with suitable buildings and furniture noted last year have been remedied. As many as 23 new buildings were erected during the year and several others were repaired. Now only 13 schools are without houses of their own and the supply of furniture is adequate. The Deputy Commissioner says the division of Raipur and Bilaspur into three districts and the addition of certain schools from Sambalpur make it very difficult to compare this year with last.

51. *Bilaspur.*—The number of schools has fallen by nine, the decrease being due to the transfer of schools to other districts consequent on the formation of the new Drug District. With the special grant the pay of the Masters was raised and eleven new buildings were constructed. A part of this grant was also spent in replacing Monitors by Assistant Masters. The number of scholars has gone down by 638, whereas in some special cases admissions have been restricted for want of accommodation. The Commissioner points out that the Chamar population is not sufficiently represented in the schools, and the Deputy Commissioner says "that injudicious handling of Masters by fines and transfers has decreased educational efficiency" and that closer supervision by the School Board is necessary.

52. *Akola.*—The number of schools and scholars is 243 and 14,212, respectively, against 230 and 13,562 last year. The average attendance is 72. From the District Report it is, however, observed that the real increase of schools under public management is 23, and the Deputy Inspector explains that the figures under permanent schools look smaller than they actually are owing to the decrease of ten in the number of the indigenous schools, which are of an ephemeral character, and the corresponding decrease of 671 in scholars. The receipts have increased by Rs. 1,384. The Deputy Commissioner, Akola, reports that the system of half-time schools and the grant of the harvest vacation are not popular in Berar, and strongly recommends that the Primary Schools meet both morning and afternoon and the harvest vacation be abolished. He doubts the utility of English classes in Primary Schools.

53. *Amraoti.*—Schools and scholars and average attendance number 316, 18,690 and 12,897, respectively. Owing to the readjustment of the District, the figures for last year are not available for the sake of comparison. During the year certain buildings were erected. Drill and *deshi kasrat* are taught in all the standards. The Vice-Chairman of the District Board points out that when English classes are attached to Primary Schools it is generally due to the interest in education created by the energy and efforts of the Vernacular Head Masters, but as these men do not know English, they cease to be efficient as Head Masters when the English classes are established. In certain cases he thinks this may have led to their being harshly treated.

54. *Buldana.*—Schools and scholars have increased by 45 and 3,810, respectively. The average attendance also shows an increase of 3·1 per cent. But with regard to most schools in the District, the Deputy Commissioner observes that the daily attendance in them is unsatisfactory, and suggests that a prize be awarded to the most punctual boy in each standard. The District is badly in need of suitable houses since most of the schools either have very unsuitable buildings or are located in village chowries. The question of erecting a few buildings and extensions to some others is under consideration, and it is hoped that the work will be carried out this year. The Deputy Commissioner thinks that the distribution of certificates to members of School Committees who have done good work has been somewhat overdone.

55. *Yeotmal.*—Schools show an increase of 19, but the increase is only nominal and due to the reorganization of the district. As a matter of fact the number of schools has gone down by seven, and the decrease is wholly due to the transfer of seven, indigenous schools to the management of the District Board. The net increase in scholars, which is chiefly confined to the Board Schools, is

490. The general attendance has risen from 72·4 to 77·5 per cent. Here, as in Akola, the system of half-time schools and the harvest vacation are unpopular, and the Deputy Commissioner recommends their abolition.

Municipal Committees.

56. As District Councils are mainly concerned with Primary Rural Education, Municipal Committees are chiefly concerned with the Anglo-Vernacular Middle Schools and their branches. So far as their means permit, they do all they can to improve their schools and Departmental advice generally receives prompt attention. It is gratifying to note that these bodies in Berar have begun to evince increased interest in their schools.

School Committees.

57. The work of School Committees has been favourably reported on, except in Seoni, where they are said to show a lack of interest. The work of these bodies is reported to be especially good in the Nerbudda Circle. Head Constables continue to serve on these Committees in many places, to the great advantage of all concerned. Patwaris also in the Central Provinces give great assistance both as members of the Committees and in teaching Patwari papers. In Berar I understand their work is too onerous for them to do so much. In certain districts certificates are given to members who disinguish themselves by the interest they take in the school work.

CHAPTER III.—UNIVERSITY EDUCATION.

Colleges.

58. The statistics of colleges are given in General Table III. Scholars have increased from 345 to 366 and fee collections from Rs. 13,317 to Rs. 16,530 or by Rs. 3,213. The increase in fees is restricted to the Government College. Average daily attendance has increased from 259 to 318. The total expenditure and the average cost of educating each pupil have increased from Rs. 58,316 and Rs. 207-9-8 to Rs. 73,177 and Rs. 217-12-7, respectively. The small number of B. A.'s turned out by our colleges seriously hampers us in the provision of Masters for our Secondary Schools and makes it impossible for us to insist on their attending the Training Institution before entering the Educational Service.

Government College, Jubbulpore.

59. Scholars and average daily attendance have increased from 96 and 79 to 111 and 85, respectively. Fees have increased by Rs. 2,989, chiefly because no instalment has been remitted, as was the case last year, owing to plague and closing of the college. There is also an increase of Rs. 7,688 in expenditure, due to increments in salaries of all Professors, rise in the pay of Assistant Professors and the higher pay drawn by the Principal. Much appears to have been done to develop the mental energy of the senior students outside the class-rooms by the establishment of the Essay Society aided by a "lecture series" open to the public, which was running through most of the year. Physical instruction also received due attention, and the College team sent to the University Tournament at Allahabad distinguished itself, gaining the first medals and three certificates. In the local Field Games Association Tournament which was held in March, the College bore off the chief honors, winning the "Fuller-Monro" shield, &c. The success of the College in athletics is largely due to the interest taken by Mr. Unwala. It is gratifying to note that every member of the college staff rendered great help in one way or the other outside the class-rooms. Passes in the Intermediate Examinations were 13 out of 29. The B. A. Examination is to be held in July. Last year six candidates passed.

60. I have to record with the deepest regret the death of the Principal after the conclusion of the official year. In Mr. Knox-Johnson we have to lament the loss of an officer distinguished equally by his learning and the care and interest which he bestowed upon his pupils.

Hislop College, Nagpur.

61. This institution is managed by the Free Church Mission. Scholars and average attendance have risen from 103 and 75 to 109 and 78, respectively, but the fee receipts declined from Rs. 3,624 to Rs. 3,596. The college had to be closed for over two months owing to plague. Passes in the B. A. and F. A. Examinations are 2 and 9, respectively, against 5 and 13 last year out of 34 and 33. These results are by no means satisfactory, but the outbreak of plague and the consequent interruption of college work fully account for the failures.

Morris College.

62. The numbers have increased by 4, but the average attendance and fee collections have decreased considerably, from 95 and Rs. 4,298 to 69 and Rs. 3,290, respectively. This is no doubt due to the severe visitation of plague in Nagpur city. The European Principal has now arrived. Passes in the B. A. and F. A. Examinations are 4 and 9 (out of 33 and 44) against 4 and 7, respectively. The same remarks hold good as in reference to the Hislop College.

Science Laboratories in the Victoria Technical Institute.

63. During the course of the year final arrangements were made for allotting the various rooms in the Victoria Technical Institute building to (1) the Governing Body, (2) the Agricultural Department and (3) the Education Department. Under the last mentioned are the Science Laboratories and Lecture Rooms for teaching Chemistry and Physics to the 3rd and 4th year students of the Hislop and Morris Colleges. There has been great difficulty in obtaining and carrying out suitable plans for furniture and equipment, but now that these are finally settled, and as since the end of the year we have had an expert adviser on the spot in the person of the Professor of Physics and Chemistry, progress should be rapid. Some three thousand rupees were spent last year in the purchase of chemicals and apparatus for these laboratories, and since the end of the year a large indent has been forwarded to the Secretary of State for the remaining articles wanted.

CHAPTER IV.

SCHOOL EDUCATION—GENERAL.

SECTION I—*Secondary Schools*

Statistics of Secondary Schools.

64. The statistics of Secondary Schools are given in General Table III. Secondary Schools in British Territory have decreased from 360 to 359, but the number of pupils has risen from 39,465 to 41,433. The total expenditure and fee receipts have increased from Rs. 4,88,413 and Rs. 95,907 to Rs. 4,98,047 and Rs. 1,00,345, respectively. There were 17 schools in the Native States with 2,115 scholars reading in these institutions. The total expenditure amounted to Rs. 11,998.

High Schools.

65. The number of High Schools has increased from 23 to 27 with a corresponding increase in scholars from 1,675 to 2,056.

Saugor High School.

66. Scholars and average daily attendance have increased from 86 and 51 to 88 and 63, respectively, with a corresponding increase of Rs. 295 in fee collections. Owing to the frequent changes in the staff and absence of one Teacher who has been under training at Jubbulpore, the instruction has somewhat suffered. Some of the boys from this school competed successfully in the Field Games Association Tournament at Jubbulpore. Passes in the Matriculation and School Final Examinations were 4 and 3 against 5 and 8, respectively.

Hoshangabad High School.

67. The school continues to prosper and there are at present 130 boys in the High School classes, or 15 more than last year. The average daily attendance has increased from 69 to 83. Fee collections have increased from Rs. 2,445 to Rs. 3,167. The question of increased accommodation is under consideration. The school possesses an efficient staff and its tone and discipline are good, while the boys excel in games and manly exercises. They won the High and Middle School Inter-school Challenge Shields at the Bindrabhan Fair. Passes in the Matriculation and School Final Examinations are 5 and 15 against 8 and 9, respectively. The results are very satisfactory.

Raipur High School.

68. Scholars have increased from 104 to 126, but the average daily attendance has fallen by 9. Fee collections show an increase of Rs. 338. Accommodation is inadequate and further

extensions are necessary owing to the overcrowded state of some of the class-rooms. Passes in the Entrance and School Final Examinations are 3 and 5 against 13 and 14, respectively.

Kamptee High School.

69. Scholars, average daily attendance and fees have all increased from 34, 23 and Rs. 858 to 39, 29 and Rs. 1,060, respectively. The accommodation is inadequate and an additional class-room is badly wanted. A permanent Gymnastic Teacher is also required. Three candidates have passed the Entrance Examination out of 6 who appeared against 8 out of 10 last year.

Akola High School.

70. The school suffered from plague owing to which it was closed from the 23rd August to the end of December 1905. Scholars have increased from 129 to 144, but the average daily attendance has fallen by 3. Nine passed the Entrance Examination against 6 last year.

Amraoti High School.

71. The number on the rolls went down from 190 to 169 and the average attendance from 201 to 170. The decline in scholars is owing to the rustication of certain students for breach of discipline, and the voluntary withdrawal of their sympathisers. Fifteen candidates passed the Entrance Examination against 16 last year. Quarters for a Resident Superintendent were, for the first time in the Berar Circle, provided in this school, and the Inspector of Schools reports that the result appears to be beneficial to the boarders in the hostel.

Aided High Schools.

72. The aided High Schools in Nagpur are the Free Church Institution, the Neill City High School and the Rai Bahadur Patwardhan High School. The number and attendance have decreased in the latter two of these High Schools, apparently owing to the prevalence of plague in Nagpur city, but it is satisfactory to note that the first has shown a fair increase in this respect. The results in the Entrance and School Final Examinations are not satisfactory. Mission High Schools at Seoni-Chhapara and Harda are doing good work and the Inspector of Schools reports that the Manager of the former school is trying his best to provide his school with a better qualified staff. There are three High Schools in Jubbulpore, *viz.*, Church Mission High School, Anjuman Islamia High School and the Hitkarni Sabha High School. The Church Mission High School continues doing excellent work, while the progress of the Anjuman Islamia High School reflects the continued prosperity of the Society and is marked by an increase in the number of scholars and average daily attendance. Scholars have slightly declined in the Hitkarni Sabha School and the pay of its staff is inadequate. An excellent new building is now nearly completed. The Kashi Bai Private High School at Amraoti is doing fairly good work, though much remains to be done to improve the attendance which, in spite of an increase of 23 in the number enrolled, has fallen by 1. The school was removed to a new building of its own.

Unaided High Schools.

73. Of the two unaided High Schools, *viz.*, (1) the Jubilee High School, Chanda, and (2) the Monro High School, Bhandara, the former was not in a satisfactory state, and at the close of the year it was amalgamated with the local Municipal Anglo-Vernacular Middle School and provincialized. The Monro High School, Bhandara, is in a satisfactory state as regards instruction and its financial position. It has not yet been amalgamated with the Municipal Middle School.

Municipal High Schools.

74. There are four High Schools under the management of Municipal Committees, *viz.*, (1) Wardha, (2) Hinganghat, (3) Bilaspur and (4) Khandwa. Of these the former two have made a fair start and their work is generally satisfactory. The Bilaspur High School has only just been equipped with a full staff and better results are anticipated in future. The great want of the Khandwa High School is suitable accommodation. A fine new building is in progress. These new High Schools have generally received much aid from private subscriptions. It is extremely gratifying to find such tangible signs of the awakening of public interest to the need of more advanced education.

Victoria High School, Khairagarh.

75. Scholars and average daily attendance are 24 and 16, respectively. One candidate passed the Entrance Examination out of 8 who appeared. The decline in the progress of the school is, in some respects, due to frequent changes in the teaching staff. Since the close of the year a High School has been started at Raigarh with 8 pupils.

Anglo-Vernacular Middle Schools.

76. The Anglo-Vernacular Schools of Berar are directly managed by Government, while almost all of these schools in the Central Provinces are Municipal Schools. There are, however, District Council Anglo-Vernacular Middle Schools at Ashti, Katol and Hatta, and Sironcha is a departmental school which will now be handed over to the Local Fund. The number of these schools remains stationary, while scholars have increased from 9,164 to 9,728. These schools are, as usual, well managed and well equipped, and it is gratifying to note that the Municipal Committee of Balaghat has begun to gradually supply the urgent wants of its schools. Some of the schools in Berar were temporarily closed owing to plague. In the Jubbulpore Circle they are gradually recovering from the effects of plague. The general tone and discipline are good. I regret to say that what was an excellent school at Yeotmal has proved an exception.

The teaching of English in these schools is by no means satisfactory. Seoni First Grade Middle School is a notable exception. There are 5 Anglo-Vernacular Schools in the Native States with 308 scholars reading in them. They are all doing well.

Vernacular Middle Schools.

77. Schools have decreased from 246 to 242, but scholars on the contrary increased from 28,449 to 29,749, which is satisfactory. With regard to these schools it may be said that they are not losing in popularity and the Inspector of Schools, Nagpur Circle, remarks :—

> These totals give an average of 154 per school. Most of them in fact are large institutions. These statistics are an encouraging commentary on the fears which were expressed in the Chief Commissioner's Resolution on last year's annual report that the type of school was showing a tendency to die out, and be superseded by English schools.

No less than 40 of these schools in Berar have lower English standards attached to them. The Deputy Commissioner, Akola, is not however in favour of the existence of English classes in Primary Schools, on the ground that well-qualified teachers are not secured for service in these schools. The Inspector of Schools appears, however, to have taken up the question of placing such schools on a better footing by getting English-speaking Head Masters for them instead of English-speaking Assistants. It is hoped that the Vernacular Head Masters who have raised these schools to their present position will not be allowed to suffer in any way. There are 11 Vernacular Middle Schools in the Native States with 1,783 scholars. All seem to be doing fairly well.

SECTION II.—*Primary Education.*

Primary Education—(Boys). Primary Schools.

78. In British Territory the number of schools has declined from 2,497 to 2,448, but in spite of the decline in schools, scholars and average daily attendance have increased from 145,653 and 98,729 to 154,377 and 110,565, respectively. The total expenditure rose from Rs. 4,85,626 to Rs. 7,07,207. The decline in schools is attributed to the disappearance of several indigenous schools in Berar. The increase in number of pupils in Board Schools shows that the pupils from the indigenous schools have been largely absorbed by the Board Schools. I have impressed upon the Deputy Inspectors the necessity of providing education for the pupils of those indigenous schools which are disappearing owing to the cessation of the result grant system. I am told that owing to local circumstances indigenous schools will always crop up in Berar, but there is no harm in this, since they will by success or failure serve as indications to the Boards as to what places are suitable for the establishment of fully equipped Board Schools. The decrease of Board and Municipal Schools in Berar is also partly due to the provincialization of the Girls' Schools. In the Native States the number of schools stands at 168 with 12,211 scholars. A special grant from Provincial Funds was made during the year for the extension of primary education and the

District Reports show that the portion allotted to each district has been almost entirely spent in erecting new buildings, increasing the pay of Teachers and replacing Monitors by Assistant Masters. In some few places the last appears to have been too hurriedly effected and men raised from Monitors to Assistants without deserving such favour. The increased pay of these Teachers has been much appreciated, and has considerably raised the Education Department in the scale of remunerative forms of service. I have often met Constables in the Central Provinces who have told me they are ex-Schoolmasters, whilst now I am told that the Education Department is becoming more popular than the Police. As it is generally the best men who leave their first service to improve their position, I hope the result will be that in future these men will make their service in our schools a permanency. Many of our Primary Schoolmasters eke out their pay by the management of pounds and post offices. I think this is a pity, but the advantage to the general public is so great that in the absence of other means of managing these institutions we must put up with the distraction they cause from school duties. In Berar the replacement of the indigenous schools by Board Schools is in steady progress, and, though not much was done last year, 20 Board Schools have been opened by the District Board of Amraoti alone in the few months of the present year. Many such schools would have been opened but for the uncertainty as to their probable success and the difficulty of obtaining Teachers. Some of the Deputy Commissioners in Berar recommend the reversion of their Primary Schools to the former practice of meeting in the morning and afternoon, and the Commissioner says this would facilitate the visits of the Revenue officers. Similarly he thinks that the harvest vacation, occurring at a period when Revenue officers are on tour, prevents them from seeing the schools, nor is the half-time curriculum wanted in Berar. The Beraris, it is said, do not allow their children to assist in cultivation and think the more schooling they get the better for them. They even think kindergarten a waste of time in their hurry to grapple with serious subjects. I have been much struck by the excellent hand-writing one finds in the schools of Berar, especially in South Berar, and hope some day to see the same method of teaching hand-writing introduced into the Central Provinces. This superiority extends even to English hand-writing. Elsewhere in the Central Provinces hand-writing is decidedly poor. The great obstacle to the extension of Primary Education is the want of certificated Teachers, but now that the staff of the Raipur Normal School has been strengthened and the Practising Schools at Nagpur and Akola have been properly staffed, it is hoped that something may be done to improve the outturn of certicated Teachers.

79. The management of the District Councils has been throughout satisfactory, and the state of their schools as regards buildings, furniture, instruction, physical training, gardening and discipline is generally good. Arbor Day is generally observed, but the results are not always satisfactory, especially owing to the difficulty of supplying water to the number of trees that are planted every year. The rules in this case have been relaxed. The question of the curriculum for Primary Schools seems to be agitating many minds (*vide* paragraph 41, 49 and 96). On the one hand, people say it ought to concern itself more fully with matters relevant to the life of the people; on the other, that it should be made more interesting from the child's point of view and without any idea of subsequent utility except so far as it teaches children to read, write and cipher. I shall return to this question again.

80. Mr. A. K. Smith, I. C. S., has very kindly drawn up a syllabus for teaching Patwari papers. This when printed, translated and distributed ought to meet a crying want. Mr. Sharp has made a beginning in the teaching of drawing in the Jubbulpore Circle, on, I believe, an American system. The experiment is interesting.

Education in Feudatory States.

81. There are now 8 Native States under the inspection of the Agency Inspector of Schools, Chhattisgarh Feudatories, Raipur, *viz.*, Baster, Kanker, Nandgaon, Khairagarh, Chhuikhadan, Kawardha, Raigarh and Sarangarh. The statistics of these schools show that Primary Education is making steady progress.

CHAPTER V.

SCHOOL EDUCATION, SPECIAL.

SECTION A.—*Training Institutions for Teachers.*

Training Schools.

82. The Government institutions for the training of Teachers are as under :—

(1) Training Institution, Jubbulpore.
(2) Male Normal School, Nagpur.
(3) Do. Raipur.
(4) Training School, Akola.
(5) Female Normal School, Jubbulpore.
(6) Do., Amraoti.

83. The number on the rolls was 411 as against 412. The total expenditure was Rs. 78,046 against Rs. 62,062. The increase is partly due to increased staff entertained during the year for the Practising Schools, and partly due in some of the schools to the increased number of stipend holders. At the close of the year, the staff of the Male Normal School, Raipur, was strengthened. Steps were taken during the year to award as many scholarships for the Primary Grade as possible, and it is satisfactory to note that the applications for these scholarships were in almost all cases more than double the number available, but similar success was not achieved in the case of Collegiate and Secondary Grade Scholarships. The demand for certificated Teachers throughout the Provinces is still greater than our Normal Schools can cope with, though uncertificated Teachers are being gradually replaced by certificated ones where available.

The Training Institution, Jubbulpore.

84. The number of Teachers in the Secondary Department was 18 against 17 last year, and in the Primary Department, 134 against 140. The total expenditure on the Secondary and Primary Departments amounted to Rs. 12,693 and Rs. 14,990, respectively. The appointment of an additional staff in the Practising Schools has resulted in improving the efficiency of these departments, and it is gratifying to note that the numbers of pupils in the English and Vernacular Practising Schools have increased from 27 and 50 to 69 and 97, respectively. The boarding-house requires further extension. Its management was satisfactory. Books worth Rs. 500 have been added to the English library and Rs. 158 has been spent on the Vernacular library. Physical and Moral training have received sufficient attention. The passes in the Teachers' Certificate Examination were 19 out of 32 in the Secondary Grade and 55 out of 62 in the Primary Grade.

Male Normal School, Nagpur.

85. The average number on the rolls and the average daily attendance have increased from 46 and 43 to 74 and 69, respectively, but the attendance in the Practising School has fallen by 6 per cent owing to plague in Nagpur and subsequent closure of the school in February last. The total expenditure was Rs. 15,704 against Rs. 11,278. The average cost of educating each pupil was Rs. 180 against Rs. 184. This cost includes Rs. 176-11-8 on account of a scholarship paid by the District Council, Nagpur, to a Master who was deputed for a period of training. The management of the boarding-house was satisfactory. The Commissioner of Nagpur made from the special grant for Primary Education a recurrent grant of Rs. 1,440 to be spent upon the Practising School and a non-recurring grant of Rs. 500 towards the equipment of the library. An additional grant of Rs. 660 was also made by the Department for the latter purpose. The work of the Practising School was not very successful owing partly to the staff being inadequate, and better results are expected from the new arrangements sanctioned. The question of removing the Normal School to a better locality is now under consideration. The passes in the Teachers' Certificate Examination were 18 out of 20. The general tone and discipline is good.

Male Normal School, Raipur.

86 Scholars have increased from 79 to 82, but the average daily attendance is the same as last year. The average cost of educating each pupil comes to Rs. 132-2-0 against Rs. 127-1-3. Additional accommodation for classes and dormitories is a matter of great urgency. A temporary arrangement to relieve overcrowding

in the dormitories has, however, been recently sanctioned, and this will enable us to convert some of the rooms into class-rooms. The management of the boarding-house was satisfactory. Passes in the Teachers' Certificate Examination were 20 out of 22. The staff has been strengthened by the appointment of two Masters at the close of the year.

Training School, Akola.

87. There are 48 scholars against 49 last year. Sixteen stipends were vacant during the year. The Inspector recommends the admission of students from the Bombay Presidency, owing to the lack of candidates in Berar itself; but this seems to me a rather desperate step. The institution was closed for more than four months on account of plague. The loss of time has, however, been made up by postponing the annual Certificate Examination for a few weeks; it was held in April 1906. One of the members of the staff was sent to the Training Institution, Jubbulpore, for a six-months' course of training and returned to duty in September 1905. The school has suffered much inconvenience owing to inadequate accommodation, but the proposed removal to Amraoti will put matters right in this respect. Liberal grants were made during the year for the equipment of the school library and for furniture. Thirty-eight candidates passed the Teachers' Certificate Examination out of 50 who appeared.

Unaided Male Normal School, Ellichpur Cantonment.

88. This school, under the management of the Reverend Father Thevenet, which is intended for training Masters for his low-caste schools, continues to improve. There were 15 scholars against 13 last year. The question of making a Government grant to the school is under consideration.

Female Normal School, Jubbulpore.

89. It is satisfactory to record that a much better class of women are seeking admission, and this year there were 54 applications for 18 vacancies. There are now 31 students in the school. The new school-buildiug is just completed. It is also proposed to purchase the boarding-house. Teaching was not so good as it ought to be, owing to the inefficient staff, but this has now been strengthened and more capable Teachers engaged. The scholarships in both Female Normal Schools have been revised so as to make the course longer and more complete. Special scholarships are provided for girls willing to study Urdu, and one Muhammadan student has already joined for this purpose. Passes in the Female Teachers' Certificate Examination were 9 out of 13. The Lady Superintendent, Miss Ross, after many years of excellent service, took furlough preparatory to retirement towards the close of the session.

Female Normal School, Amraoti.

90. There are at present only 11 students. This compares unfavourably with the school at Jubbulpore, but it appears that among the Mahrattas there is a great objection on the part of poor men to send their wives to be trained, as the cost of providing servants to do the domestic work in their place has become so high in the south of the Provinces. Another objection mentioned is that the lowest rate of pay in the graded service for female teachers is only Rs. 10, which is no higher than the highest rate of stipend paid to the students when at school. However, though the number of pupils in Miss Bailey's charge is still so small, I was gratified to find that in those Marathi Girls' Schools which I found best managed and most successful the Teachers were generally Miss Bailey's old pupils. The erection of a new building with suitable accommodation will, it is hoped, make the school more attractive in the near future.

Training classes attached to Vernacular Middle Schools.

91. The number of these Training Classes is 45. The number of candidates successful at the Teachers' Examination is 106 out of 220, against 54 last year. This is satisfactory so far as it goes, but I am sorry to say that the general opinion regarding the efficiency of Teachers so educated is no more favourable than before. The Commissioner, Jubbulpore, goes so far as to suggest the institution of a new Normal School at Saugor rather than continue the Training Classes. I do not, however, think this would enable us to get hold of a class of men who wish to become Teachers and are likely to make good Teachers, but cannot, for various reasons, leave their homes for the two years necessary to attend the

course at a Training School. I think that if the District Councils would give higher pay to the Head Masters of schools to which Training Classes are attached and provide an extra Assistant in each school to relieve the Head Master from some of his school duties, the teaching of the Training Classes would be more efficient. Another suggestion for increasing the outturn of certificated Masters is also under consideration, *viz.*, to allow Masters to take their Certificate Examination in instalments. At present Mr. Spence says the period spent at the Training Institution is not sufficient to allow Masters to complete their general education and also to study the methods of teaching. If the Masters were allowed to do more of the latter whilst at the Training Institution, and pass in, at any rate, some of the general subjects later on after leaving it, a very much larger number would secure certificates.

SECTION B.—*Technical Education.*

Industrial Schools.

92. The Government Industrial Schools are :—

(1) The Reformatory School, Jubbulpore.
(2) The Industrial School, Amraoti.

The number of students in the Reformatory School has fallen from 125 to 95 because there were only 21 admissions against 51 released. Of the different trades in which instruction is imparted to these students, gardening appears to have been taken by the largest number. The Industrial School, Amraoti, has fallen in strength, there being 14 students against 17 in the preceding year. Of the 14, 7 were exhibitioners. The sale-proceeds of the articles manufactured in this institution amounted to Rs. 1,536, the net profit being Rs. 298. As remarked in last year's report, this institution will be abolished when the Victoria Technical Institute is opened at Amraoti. The Industrial Department attached to the St. Francis de Sales School, Nagpur, continues doing good work. In the Industrial Department of the Convent School, Nagpur, type-writing, cookery and needle-work are taught to girls. As was anticipated last year, the Coronation Industrial School at Basim was practically closed during the year. The Inspector of Schools, however, reports that there is some hope of its revival. In the Alliance Mission Workshop at Akola the number of pupils has increased from 24 to 29. These students also attend the Aided Mission School. In the Korku Mission Industrial School at Ellichpur Cantonment the number has fallen from 70 to 25. I believe this to be due to the departure of the former Superintendent. At the close of the year application was made for assistance in forming type-writing classes by the Young Women's Christian Association at Jubbulpore. Plans and estimates for a School of Handicrafts at Nagpur have been prepared, and since the end of the year a site in Sitabaldi has been chosen. The building for the Amraoti Technical Institute will be begun this year.

Law Classes, Jubbulpore and Nagpur.

93. The average number enrolled in the Law Class, Jubbulpore, is stationary, *viz.*, 13, and in the Law Class at Nagpur it was 30 against 27. Five students passed the B. L. Examination, Calcutta University, from the Nagpur Class, out of 30 who appeared, against 20 last year. This poor result is doubtless due to the same cause, *viz.*, interruption of work by plague, as the failures in the Calcutta Entrance. The result of the LL. B. Examination of the Allahabad University is not yet known.

Engineering School, Jubbulpore.

94. The average number enrolled and average daily attendance have increased from 30 and 26 to 34 and 31, respectively. The percentage of average daily attendance has slightly increased, *viz.*, from 89 to 90 per cent. The total expenditure amounted to Rs. 3,558 against Rs. 2,885, with a corresponding increase of Rs. 7-8-4 in the average cost of educating each pupil. The school has suffered much inconvenience owing to the want of sufficient accommodation. The Chief Engineer, who visited the school in April last, objected to the students preparing drawings in open verandahs, it being injurious to their eyes to work in the glare of the sun and also because the drawings cannot be kept clean from dust, and drift rain during the monsoon. The question of providing additional accommodation and an adequate increase in the staff is under consideration. Passes in the

Promotion and Final Examinations were cent per cent, the numbers being 18 and 13, respectively. These results were excellent and unprecedented and reflect credit on the Superintendent and his staff. I have pleasure in noting that Mr. Knox-Johnson speaks very highly of the assistance given him by Mr. Unwala in all matters connected with college sports and games.

The Agricultural School, Nagpur.

95. The scholars and daily attendance have fallen from 19 and 20 to 12 and 12·86, respectively. The fact that the daily attendance is higher than the number on the rolls is due to the fact that the latter figure is taken upon one particular day, *viz.*, the 31st March, when it often happens that some of the students have left. The decrease in number of students in the year under report is due to the fact that a large number of junior students obtained appointments elsewhere after joining the school and promptly left. This unsatisfactory condition of affairs the Head Master attributes to the fact that the starting pay in the Settlement Department is only Rs. 15 after a two years' course, whereas these students, having already passed the Entrance, can often obtain at once posts of Rs. 20 or more. The expenditure has fallen from Rs. 3,425 to Rs. 2,790 owing to the decrease in contingent expenditure. At the Final Examination 12 candidates appeared and passed against 18 out of 19 last year. Three ex-students of this class holding scholarships from these Provinces are studying in the College of Science, Poona, with a view to obtain the Diploma in Agriculture of the Bombay University.

Normal Agricultural Class Nagpur.

96. Scholars have increased from 106 to 108, but the average daily attendance has declined from 93 to 90. This is ascribed to sickness. The expenditure has slightly decreased, *viz.*, from Rs. 2,502 to Rs. 2,461. Passes in the Final Examination were 101 out of 103 who appeared, against 94 out of 103 last year.

This class is intended to enable Primary Schoolmasters to teach the elements of agriculture, but the proper method of teaching agriculture in Primary Schools has not yet been settled. Mr. Sly, Inspector-General of Agriculture, in an article entitled "Education in Indian Rural Schools: A Plea for Nature Study", says that in our rural schools "any attempt to teach scientific agriculture, or indeed to teach agriculture at all, as a separate subject is bound to end in failure". The same remark holds good, I think, of all subjects taught as subjects (except the three R's) to children in the primary stage. The curriculum for our Primary Schools was settled on the recommendations of a Committee held in 1899 under the presidency of Mr. Monro, Messrs. J. B. Fuller, H. A. Crump, G. Thompson and Chaudhari Debi Prasad being members. "The object in view was to make the primary curriculum in rural schools more acceptable to the classes from which the majority of the scholars are drawn, while at the same time not sacrificing the interests of those few boys who wish to pursue their studies further." In the light of recent educational developments it is possible that other methods might be followed with advantage in regard not only to agriculture, for which Mr. Sly, I understand, would substitute "Nature Study", but the other subjects also which are dealt with in our readers; but at the same time, considering with what care the curriculum was drawn up, I think great precaution should be exercised before we tamper with a system that has been accompanied, at any rate, with a very reasonable amount of success.

The Malguzari Class.

97. The number of students and average daily attendance were stationary, *viz.*, 16 and 12, respectively. The expenditure amounted to Rs. 1,880 against Rs. 2,084 last year, the decrease being due to decrease in contingent expenditure. Passes in the Final Examination were 11 out of 12 who appeared against 14 and 15, respectively.

Medical instruction.

98. There were 12 students holding scholarships at Medical Colleges outside these Provinces—7 in the Medical College, Lahore, 3 in the Medical College, Calcutta, and 2 in the Medical College, Bombay. Thirty-one students with scholarships are under training for Hospital Assistants in the Patna Medical School. Three women are also under training in the Agra Medical School.

99. One student with a Government scholarship is studying in the Roorkee Engineering College, 13 are working in the Swadeshi Mills, Nagpur, the Hinganghat Mills and the Baroda Kala-Bhuwan. During the year a State technical scholarship of £150 was granted to a Central Provinces candidate to enable him to proceed to England to study mining.

Technical Scholarships.

CHAPTER VI.

FEMALE EDUCATION.

100. The statistics of Girls' Schools are given in General Table III. The number of Girls' Schools in British Territory has increased from 223 to 251. The number of pupils has increased from 11,363 to 12,410, the increase being as last year chiefly in Government Schools, the pupils in which have increased from 8,471 to 9,926, showing that in other schools there must actually have been a decrease. The increased number of pupils is owing in part to the provincialization of certain schools in Berar, and from what I have seen in my tours, I have gathered that many people, though willing to allow their girls education, refrained from doing so, so long as the only schools available were under the control of religious bodies. The average attendance increased from 7,414 to 8,306. Expenditure has also increased from Rs. 1,16,917 to Rs. 1,61,385. The latter includes expenditure from the special grant of Rs. 30,000.

Statistics of Girls' Schools.

101. The number of girls in Boys' Schools rose from 4,042 to 4,772, and the number of boys in Girls' Schools declined from 231 to 186. In regard to the increase of girls in Boys' Schools it is possible that this might have been even greater under other circumstances, for I have often heard complaints that girls have been taken away from Boys' Schools when low-caste boys were admitted. This is a matter in which compulsion of any kind would be ridiculous, and in fact the loss is not so great as would appear at first sight, because when people have once got into the habit of sending their girls to school, the establishment of a separate Girls' School is only a question of time.

102. During the year the management of the Girls' Schools has been under control of Miss Haes, the Inspectress of Schools. The Girls' Schools in Berar have been provincialized, the curriculum for Girls' Schools have been revised, the Teachers in Berar have been placed in a graded service, books of Hindi and Marathi songs and ferro-typed maps of the Central Provinces and Berar have been prepared and supplied to all Girls' Schools. These form only the more salient portions of Miss Haes' administrative work, and represent a very good year's record; in fact the inspection work is so heavy that it has been found necessary to provide the Inspectress with Assistants, the details only of the new arrangements remaining for completion.

103. Miss Haes in starting what is practically a new kind of work has naturally been dependent for assistance upon the District and Local Officers, and I am glad to hear that from the Deputy Commissioners downwards she has met with all the help she required. Amongst the Tahsildars she makes special mention of:—

1. Mr. Raghunath Sadasheo Thakur, Nagpur.
2. „ Vinayak Anant Pardhi, Chanda.
3. „ Ganpat Ramchandra Deoskar, Warora.
4. „ Syed Misbahul Osman, Pachmarhi.
5. „ Bishambar Nath Dube, Hoshangabad.

104. Some of the Deputy Inspectors of Schools have complained that the Inspectress is a third Educational Officer to whom reports are due and that therefore her appointment means increased work on their part. On the other hand they do not reflect that had there been no Inspectress the whole charge of the provincialized Girls' Schools would have fallen upon them. As regards the general public I gathered in one of my tours, when Miss Haes accompanied Mrs. Hill and myself, that her visits were hailed with enthusiasm, and that the slight resentment which was sometimes expressed locally at the management being taken out of the hands of Local Bodies is likely to disappear wholly and rapidly under Miss Haes' very tactful control.

105. It was intended that the special grant of Rs. 30,000 to be spent on Female Education should be devoted chiefly to the building of new school-houses on a pattern which, whilst Indian in origin, would allow of the same privacy for both Teachers and pupils as is enjoyed by Girls' Schools in Europe, but the delay in getting the plan distributed and in obtaining sites free of charge were serious hindrances, and as regards the establishment of new schools the difficulty of obtaining suitable Teachers was so great that progress was not so fast as had been hoped, but now that some of these initial difficulties have been solved it is expected that much better results will be obtained in the near future. The ideal we are aiming at is a system of Girls' Schools properly housed, staffed by female Teachers, visited by the ladies of the localities in which they are situated, and under female inspection. It is a large programme and depends for success upon the development of roads and railways and the general support of the public, as much as upon the efforts of the Department. Miss Haes notes that public feeling in favour of female education is stronger in the Hindi-speaking districts than in the Marathi, especially in the rural districts. I ascribe this largely to the fact that the difficulties in regard to training Marathi ladies as Teachers have not yet been successfully grappled with, and I have already mentioned the various obstacles in the way of securing candidates for the Normal School at Amraoti. One possible step in advance has been suggested to me, namely, that when a Schoolmaster's wife has any education she should be given the post of Monitor or if qualified that of an Assistant Teacher in her husband's school. She would have charge of infants and the younger girls and could try for an untrained Teachers' certificate, and in the event of widowhood would be provided with a respectable means of living independently as a Teacher in a Girls' School. Miss Haes' general verdict is that schools under trained female Teachers are more popular and better attended than those under Masters.

106. Besides the actual school work done in the Departmental and Aided Schools, the latter being chiefly under various Mission bodies, Miss Haes says a good deal of teaching work is done by Missionaries in private houses. At present no statistics are available. As regards the teaching of special subjects Miss Haes finds needlework still very poor, songs and games are everywhere popular, and I have seen indigenous games played with the greatest energy and interest.

107. Miss Haes thinks the substitution of inspection for examination has a very good effect in Girls' Schools. The period of school life is so short that the actual amount learned is by no means so important as the effect produced upon character and especially the inculcation of method in learning, which will enable the girls to continue their studies when they have left school.

108. The following is the result of the Female Teachers' Examination :—

No.	School.	Candidates.
1	Wesleyan Mission Orphanage, Jubbulpore ...	7
2	Methodist Episcopal Mission, do. ...	2
3	Female Normal School, do. ...	9
4	Church of England Zenana Orphanage, Murwara ...	3
5	Mission Girls' School, Bilaspur ...	4
6	Girls' Orphanage, Hoshangabad ...	3
7	Female Normal School, Amraoti ...	6
8	Teachers	4
9	Private	2
	Total ...	40

It will thus be seen that a good deal of work is done in the training of Teachers by other than Government agencies. In all 67 candidates appeared, showing a percentage of passes of about 60. Some of the Mission Societies are getting well-trained Teachers from Europe and America to take up the training of Teachers.

109. In Native States the number of Girls' Schools has fallen from 14 to 9; this is due to the transference of four States to Bengal. Similarly the number of pupils has fallen from 798 to 531, the average daily attendance from 510 to 347, and the expenditure from Rs. 3,008 to Rs. 2,079.

CHAPTER VII.

EDUCATION OF SPECIAL CLASSES.

SECTION A.—*Europeans and Eurasians.*

Statistics of schools for Europeans and Eurasians.

110. The statistics of schools for Europeans and Eurasians are given in General Table III. Mr. Covernton, Inspector of European Schools for Bombay and the Central Provinces, took over charge of his duties in March 1905, but did not commence work until the 15th

April 1905. There are 16 aided institutions in the Central Provinces, but co ing the sections as separate schools, there are 32 of the latter against 34 last y the High Standard having been dropped at the Amraoti Convent School and Middle Standard at the Pachmarhi School. There are four unaided institutio and two applications for new schools have been made. When these are granted M Covernton thinks that " a school for European and Eurasian children of at least th Primary Grade will exist at every place in the Central Provinces where such chil dren are to be found in any numbers. Under the new Code it will be possible to arrange that isolated children in out-of-the-way places shall be sent to the nearest suitable school wholly or partly at Government expense".

111. There are three classes of European scholastic institutions in the Central Provinces, *viz.*, 5 Protestant, 9 Roman Catholic and 2 Railway Schools. Mr. Covernton says that no comparison can be fairly drawn between the Protestant and Roman Catholic Schools owing to the much larger resources of the latter.

112. The number of scholars on the 31st March 1906 was 1,307 against 1,399 last year. The loss is only apparent, as it appears that some of the scholars were inadvertently counted twice over last year. About 10 per cent of the pupils are natives of India, chiefly Parsis. There are very few pure Europeans, and in Roman Catholic Schools especially there are a number of Goanese. In 1904 there were 166 children from the Central Provinces in hill schools outside the Provinces. The figure for last year is not available.

113. The poverty of the schools, especially the Protestant Schools, much impairs their efficiency Education is becoming more and more expensive, and in Protestant Schools it is becoming almost impossible to secure Assistant Teachers even on the increased salaries. The rules regarding the qualifications of Teachers might be applicable if we could pick and choose amongst candidates, but not only in the Central Provinces but in other Provinces also candidates with even the minimum qualifications are " conspicuous by their absence". School-buildings are fairly good, but furniture is old fashioned, modern appliances for teaching are deficient, and no proper libraries for reference or reading exist anywhere. St. Francis de Sales School is the only one which has any equipment for teaching science, and this school is the only one which possesses a proper gymnasium.

114. Out of 30 men and 68 women engaged as Teachers 52 are members of Catholic Orders, 9 Teachers have University degrees, 2 have passed the F. A., 5 the Matric, 13 the High School and 8 the Middle School Examination, 2 Teachers have Madras Training Teachers' Certificates, 1 some months' training at Auckland House. The Roman Catholic Nuns have in some cases the French " brevet," a kind of Normal School Certificate, and many of them have had a good general education in Europe; 28 Teachers have been "recognized" for good work and experience. Altogether Mr. Covernton thinks the teaching profession offers but very little attraction to persons in search of a livelihood. If it is to be made attractive, Mr. Covernton advocates much higher and progressive salaries and big scholarships for Training Schools, or, a last resort, the establishment of Government Schools.

115. Conduct and discipline have been good. It is gratifyng to find that Mr. Covernton thinks the St. Francis de Sales and the St. Aloysius' Schools run close alongside of the best English Teaching Schools in Bombay, though not equal to St. Xavier's or St. Mary's.

116. One candidate out of 3 passed the F. A. Examination, 10 out of 22 the Matriculation, 6 out of 13 in the High or Final Standard, 45 out of 56 in the Middle, 93 out of 117 in the Upper Primary and 137 out of 405 in the Lower Primary. These results are fairly satisfactory, especially as they show good work is being done in the lower classes.

117. Four schools have Cadet Corps with altogether 108 efficient cadets, of whom 77 belong to the St. Francis de Sales School. There are only two Industrial Schools in the Central Provinces, that of St. Francis de Sales for boys and that at the Convent School at Nagpur for girls. Both are well managed.

SECTION B.—*Muhammadans and Aborigines.*

Mahammadans.

118. There were 18,892 Muhammadan children at school in British Territory against 18,561 last year. The number of boys and girls rose from 17,106 and 1,455 to 17,390 and 1,502,

respectively. These statistics are encouraging. At the same time it must be confessed that the task of supplying suitable education to the Muhammadans in the Central Provinces and Berar is a very difficult one. Their number being so few it is exceedingly expensive to give them separate schools, and they do not like to attend Hindi or Marathi schools, because if they want their children to learn anything it is Urdu, and not Hindi or Marathi. In Berar where the Muhammadans are most numerous something has been done by the establishment of Anglo-Urdu classes attached to Marathi schools in addition to the few existent Anglo-Urdu schools, but in spite of these the number of Muhammadan boys enjoying Middle and High Education is very low compared with the number enjoying Primary Education. In the Native States there were 516 Muhammadan pupils.

Aborigines.

119. In British Territory there were 3,565 children of Gonds and other aboriginal tribes against 5,078 last year. The accuracy of the figures seems to be always doubtful, as Deputy Inspectors usually compile them from figures submitted to them by their Primary School Teachers, who seem to follow no settled system of classification. The general impression I have formed from my tours is that the number in the schools I have seen is increasing everywhere, but this may be due to want of discrimination between (1) Gonds and other aboriginal races, and (2) others. The figures taken for both together show an increase of 779, *viz.*, from 12,418 to 13,197. I may call attention to what has been said above regarding the increased number of Gonds at schools in the Baihar Tahsil of Balaghat. That there should be any increase in the number of children of this class is, I think, eminently satisfactory when one considers the ever-increasing demand for labour. I consider the Deputy Inspectors and Tahsildars deserve great credit for inducing such children to attend school.

120. In the Municipalities I have noticed that a very small percentage of low-caste children attend schools. This is due to the fact that the school-buildings are generally placed in the quarters inhabited by the higher castes; but attempts are now being made, as at Khandwa, to see if they can be attracted to education by building schools for them in their own mohullas. In Nagpur there is an interesting school originally established by Sir Charles Bernard for Koshtis, which is under the management of the authorities of the Morris College.

SECTION C.—*Native Chiefs.*

The Rajkumar College, Raipur.

121. There were 16 boys on the rolls at the commencement of the year. There are now 17. The receipts from all sources were Rs. 36,028 against Rs 35,323. The expenditure amounted to Rs. 29,707 including some Rs. 3,000 on the new quarters. No changes took place in the staff during the year. The Governing Body have met four times during the year and the Board of Visitors five times. I was present at a special meeting held in November last in connection with getting the Diploma of the College given upon a Final Examination recognized as the equivalent to a University Matriculation certificate The curriculum was also revised and an increase to the English staff was recommended by the members. The question of providing the college with the necessary apparatus for the teaching of science is under consideration. The new religious Manual is ready and is being circulated for final opinion before adoption.

CHAPTER VIII.

MORAL AND PHYSICAL TRAINING.

Moral training.

122. As regards Moral training no new departure has been taken during the year. I regret to say that a serious breach of discipline occurred amongst the boarders in the hostel of the High School, Amraoti, which resulted in the rustication of a large number of students.

Physical training.

123. Inter-school sports, Field Games Associations, and tournaments were held in several districts and appear to increase in popularity. In several Anglo-Vernacular Middle and High Schools cricket and football are more and more indulged in. Drill is taught in almost all the schools.

CHAPTER IX.

PREPARATION AND DISTRIBUTION OF TEXT-BOOKS.

Preparation and distribution of text-books

124. During the year under review, the work of publication and distribution of books in the Central Provinces has continued in the hands of the firm of Munshi Nawal Kishore. This firm has three depôts, namely, at Jubbulpore, Nagpur and Raipur. The work is difficult, but it is fairly satisfactory on the whole. The Departmental Hindi and Marathi Readers are under revision In Berar the distribution of books was undertaken satisfactorily by the Government Book Depôt at Akola

Text-book Committees and their work

125. On the 31st March 1905 the Committee had 108 books waiting examination, and 315 additional publications, including wall sheets and maps, were sent to them during the year for opinion. The Honorary Secretaries reported on 105 books, of which 68 were adopted as prize and library books and 1 as an alternative text-book, 36 being rejected. There were still 318 books not dealt with at the close of the year. The cause of this is attributed to the prevalence of plague in Nagpur city. Out of 69 books adopted as prize and library books, &c., during the year under report, 23 were in English, 7 in Marathi, 10 in Hindi, 24 in Urdu, 4 in Uriya and 1 in Anglo-Marathi. All the English books were adopted.

126. In Berar the work of selecting books for school use is done by one Committee only The Inspector of Schools, Berar Circle, reports that the Committe had 2 books in the Marathi language at the end of March 1905 and 6 additional books were referred to the Secretary during the year under report. These were all dealt with. The Inspector of Schools has been asked whether there is any necessity for having a separate Text-book Committee for Berar.

127. As the Commissioners of Jubbulpore and Nagpur reported that the work of the Committee was hampered by the absence of any previous examination of the books submitted to them, proposals for such prior examination were submitted to the Hon'ble the Chief Commissioner and orders thereon have been received since the close of the official year.

CHAPTER X.

MUSEUMS AND LITERARY SOCIETIES.

Museums.

128. There are two Museums in the Central Provinces—one at Nagpur and the other at Raipur. They are not under the management of the Department.

Literary and Philanthropic Societies.

129. Besides the libraries attached to most of the larger schools, there are also libraries attached to hostels. A special grant from Provincial Funds during the year has added much to their utility. The number of libraries and philanthropic societies was 54 against 55 in the previous year. The number of these societies in Berar has further gone down from 33 to 31.

CHAPTER XI.

SOCIETIES AND INDIVIDUALS.

Societies and individuals that deserve mention.

130. The names of societies and private individuals deserving special mention will be given in a separate communication.

I have the honour to be,

Sir,

Your most obedient Servant,

S. C. HILL,

Director of Public Instruction,

Central Provinces.

Sectt. Press, Nagpur :—No. 1031, Edn.—2-9-06—350.

EDUCATION—GENERAL, TABLE I.

Abstract Return of Colleges, Schools and Scholars in the Central Provinces and Berar at the end of the official year 1905-06.

(FOR DETAILS SEE GENERAL TABLE III.)

Area and population.					Public Institutions.							Private Institutions.			
Total area in square miles.	Number of towns* and villages.	Population.	Institutions and Scholars.		Collegiate Education.		School Education, General.		School Education, Special.			Advanced.	Elementary.	Grand Total.	Percentage of
					Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other Special Schools.	Total of Public Institutions.				
1	2	3	4		5	6	7	8	9	10	11	12	13	14	15
99,220·82	Towns. British Territory ... 102	Males. British Territory ... 5,935,786	Institutions.	For Males ...	3	2	376	2,624	6	8	3,019	1	..	3,020	7·0
19,654·00	Towns. Native States ... 11	Males. Native States ... 391,023													Institutions to No. of towns and villages.
118,874·82 Total				For Females ...	...	...	31	229	2	1	263	1	...	264	·6
	Towns. Total ... 113	Males. Total ... 6,326,809		Total ...	3	2	407	2,853	8	9	3,282	2	...	3,284	7·6
British Territory Native States	Villages. British Territory ... 37,198	Females. British Territory ... 6,054,633	Scholars.	Males ...	325	41	43,473	162,529	369	294	207,031	11	...	207,042	21·8 Male scholars to male population of school-going age. †
	Villages. Native States ... 5,789	Females. Native States ... 402,111		Females ...	...	...	2,138	15,376	47	13	17,574	101	...	17,675	1·8 Female scholars to female population of school-going. ‡
	Villages. Total ... 42,987	Females. Total ... 6,456,744													
	GRAND TOTAL ... 43,100	GRAND TOTAL ... 12,783,553		Total ...	325	41	45,611	177,905	416	307	224,605	112	...	224,717	11·7

NOTE.—For the purposes of columns 1, 2 and 3 the statistics of the Census of 1901 should be utilized, subject to the modifications enumerated below.

* A town contains 5,000 inhabitants or upwards. A village contains less than 5,000 inhabitants. A Municipality or a cantonment, whatever its population, should be entered as a town.

† The population of school-going age is taken at 15 per cent. of the whole population.

‡ The population of Native or Feudatory States and Political Agencies should not be shown except in the case of those provinces where the schools of the States in question come under the supervision and control of the Education Department and the footnotes should specify what addition or deduction is made in this respect.

Abstract Return of Expenditure on Public Instruction in the

	Total Direct Expenditure on Public Instruction.§						
	Collegiate Education.		School Education, General.		School Education, Special.		Total.
	Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All Other Special Schools.	
1	2	3	4	5	6	7	8
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1. Institutions ... For Males ...	69,977	3,200	5,11,731	7,32,273	62,926	36,104	14,16,211
For Females ...	...	...	46,265	1,15,120	15,120	75	1,76,580
Total ...	69,977	3,200	5,57,996	8,47,393	78,046	36,179	15,92,791
2. (*a*) Percentages* of Provincial Expenditure included in columns 2—17 to Total Provincial Expenditure on Public Instruction.	3·64	·21	21·44	17·78	8·82	3·73	55·62
(*b*) Percentages* of District Fund Expenditure included in columns 2—17 to Total District Fund Expenditure on Public Instruction.	...	...	13·75	65·14	·01	...	78·90
(*c*) Percentages* of Municipal Expenditure included in columns 2—17 to Total Municipal Expenditure on Public Instruction.	1·33	...	39·96	35·67	...	...	76·96
(*d*) Percentages of Total Expediture in columns 2—17 to Total Expenditure on Public Instruction.	3·12	·14	24·92	37·84	3·49	1·62	7·13
	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
AVERAGE ANNUAL COST† OF EDUCATING EACH PUPIL IN							
Government Institution. Cost to Provincial Revenues ...	238 10 8	46 3 0	15 0 0	7 14 11	205 1 5	152 14 11	19 15 0
Cost to District and Municipal Funds...	...	...	0 14 8	0 6 3	0 4 8	...	0 9 7
Total Cost ...	349 8 8	76 3 0	22 5 2	8 4 9	205 6 0	152 14 11	25 3 7
District Fund Schools. Cost to Provincial Revenues ...	...	...	...	...	...	...	...
Cost to District Funds ...	...	...	4 3 10	4 8 1	...	...	4 8 6
Total Cost ...	...	...	4 3 10	4 8 1	...	...	4 8 6
Municipal Schools. Cost to Provincial Revenues ...	...	...	5 12 2	4 1 5	...	...	4 10 6
Cost to Municipal Funds ...	...	...	4 1 10	2 6 11	...	...	3 4 6
Total Cost ...	...	...	14 12 1	7 13 7	...	...	10 2 8
Institutions in Feudatory States. Cost to Native State Revenues ...	...	...	4 2 5	1 9 7	...	...	1 14 11
Cost to District and Municipal Funds..	...	...	1 7 2	0 8 6	...	...	0 10 10
Total Cost ...	...	...	6 8 4	2 3 10	...	...	2 14 1
Aided Institutions. Cost to Provincial Revenues ...	35 2 1	...	10 0 4	2 11 10	...	25 4 8	5 0 5
Cost to District and Municipal Funds..	8 0 4	...	1 2 5	0 6 1	...	...	0 10 9
Total Cost ...	174 3 3	...	31 10 7	7 11 3	...	62 6 5	15 10 7
Unaided Institutions ...	...	...	34 14 8	3 10 3	...	5 0 0	6 6 6
All Institutions. Cost to Provincial Revenues ...	109 4 7	46 3 0	4 4 1	0 15 0	172 10 1	109 1 4	2 4 11
Cost to District and Municipal Funds.	5 1 7	...	3 7 6	3 5 5	0 4 6	...	3 5 9
Total Cost ...	234 9 10	76 3 0	12 8 6	5 1 1	198 9 5	119 12 9	7 7 11

ERAL, TABLE II.

Central Provinces and Berar for the official year 1905-06.

Total Indirect Expenditure on Public Instruction.§								Total expenditure on Public Instruction.	Remarks.
University.	Direction.	Inspection.	Scholarships.	Buildings.	Special grants for furniture and apparatus.	Miscellaneous.	Total.		
9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
...	38,173	1,70,989	41,852	2,66,815	49,557	40,867	6,08,253	20,24,464	
...	...	12,903	1,472	15,052	3,932	4,975	38,334	2,14,914	
...	38,173	1,83,892	43,324	2,81,867	53,489	45,842	6,82,436	22,39,378	
...	4·32	19·55	2·79	12·12	2·79	2·81	44·38	100	
..	...	·41	1·65	15·31	2·21	1·52	21·10	100	
...	...	...	·10	18·96	1·65	2·33	23·04	100	
...	1·70	8·21	1·93	12·59	2·39	2·05	28·87	100	

* The percentages required for 2 (*a*), 2 (*b*), 2 (*c*), are to be calculated from the figures given in columns 34, 35, 36, respectively, General Table IV.

† The annual cost is calculated on the *direct* expenditure only. The average cost of educating each pupil is obtained by dividing the direct expenditure by the average monthly number on the rolls during the year.

‡ The average cost of each pupil in District Fund and Municipal Schools is to be obtained from the figures given in general Table VII.

§ Fractions of a rupee should be omitted except in the columns showing the average annual cost of educating each pupil.

Return of Colleges, Schools and Scholars in the Central Provinces

Class of Institutions.	Public							
	Under Public							
	Managed by Government.				Managed by District or Municipal Boards.			
	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9
COLLEGIATE EDUCATION.								
ARTS COLLEGES.								
English	1	111	107	95	...	...	...	...
Oriental	...	...	...	...	...	...	...	...
COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.								
Law	2	41	42	36	...	...	...	...
Medicine	...	...	...	...	...	...	...	...
Engineering	...	...	...	...	...	...	...	...
Teaching	...	...	...	...	...	...	...	...
Agriculture	...	...	...	...	...	...	...	...
Total ...	3	152	149	131	...	...	...	...
SCHOOL EDUCATION, GENERAL.								
SECONDARY SCHOOLS.								
For Boys... High Schools ...	7	710	667	569	4	309	275	229
For Boys... Middle Schools English ...	30	4,886	4,839	3,926	27	2,897	2,703	2,264
For Boys... Middle Schools Vernacular ...	1	97	76	62	222	27,473	26,993	19,313
For Girls... High Schools ...	...	...	...	...	...	...	...	...
For Girls... Middle Schools. English ...	...	...	...	...	...	...	...	...
For Girls... Middle Schools. Vernacular ...	7	557	530	326	...	...	...	...
Total ..	45	6,250	6,112	4,883	253	30,679	29,971	21,806
PRIMARY SCHOOLS.								
For Boys	16	1,015	1,012	749	1,990	1,36,487	1,27,742	97,316
For Girls	152	7,024	6,543	4,385	...	...	...	...
Total ...	168	8,039	7,555	5,134	1,990	1,36,487	1,27,742	97,316
SCHOOL EDUCATION, SPECIAL.								
SCHOOLS FOR SPECIAL INSTRUCTION.								
Training Schools for Masters ...	5	354	347	325	...	...	...	...
Training Schools for Mistresses ...	2	47	33	39	...	...	...	...
School of Art	...	...	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...	...	...
Engineering and Surveying Schools ...	1	33	35	31	...	...	...	...
Industrial Schools	1	14	15	13	...	...	...	...
Commercial Schools ...	...	...	...	...	...	...	...	...
Agricultural Schools	2	69	71	58	...	...	...	...
Other Schools (Reformatory) ...	1	95	80	76	...	...	...	...
Total ...	12	612	581	542	...	...	...	...
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION.	228	15,053	14,397	10,690	2,243	1,67,166	1,57,713	1,19,122

ERAL, TABLE III.

and Berar for the official year 1905-06.

Institutions.

Management.				Under Private Management.							
Maintained by Native States.				Aided by Government or by District or Mnuicipal Boards.				Unaided.			
Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Nnmber of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthty during the year.	Average daily attendance.
10	11	12	13	14	15	16	17	18	19	20	21
...	...	...	...	2	214	187	147	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	..	...	...	...	...
..	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	2	214	187	147	...	...	...	...
1	24	22	16	12	904	911	703	4	133	154	126
5	308	324	245	28	1,826	1,835	1,411	5	119	111	92
11	1,783	1,752	1,328	19	2,179	1,882	1,496	...	...	...	...
...	...	...	...	4	32	31	28	...	...	...	...
...	...	...	...	6	155	171	150	1	68	69	59
...	...	...	...	13	1,151	1,174	1,019	...	...	...	...
17	2,115	2,098	1,589	82	6,247	6,004	4,807	10	320	334	277
168	12,211	11,571	8,143	331	14,045	13,372	10,266	119	3,169	2,996	2,234
9	531	497	347	55	2,956	2,969	2,082	13	467	403	257
177	12,742	12,068	8,490	386	17,001	16,341	12,348	132	3,636	3,399	2,491
...	...	...	...	...	...	...	...	1	15	13	13
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	..	...	..	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	3	83	86	79	1	13	15	13
..	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	3	83	86	79	2	28	28	26
194	14,857	14,166	10,079	473	23,545	22,618	17,381	144	3,984	3,761	2,794

Return of Colleges, Schools and Scholars in the

	Class of Institution.	Grand Total of Public Institutions.	Grand Total of Scholars on 31st of March.	Number of Scholars on the 31st of March learning—		
				English.	A classical language.	A vernacular language.
		22	23	24	25	26
	ARTS COLLEGES.					
Collegiate Education.	English	3	325	325	192	...
	Oriental					
	COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.					
	Law	2	41	41	...	...
	Medicine	...	...	...	...	...
	Engineering	...	...	...	...	...
	Teaching	...	...	...	...	...
	Agriculture	...	...	...	...	...
	Total ...	5	366	366	192	...
	SECONDARY SCHOOLS.					
School Education, General.	For Boys... High Schools	28	2,080	2,080	1,518	669
	For Boys... Middle Schools. English ...	95	10,036	8,507	442	9,773
	For Boys... Middle Schools. Vernacular ...	253	31,532	307	...	31,644
	For Girls .. High Schools	4	32	32	31	1
	For Girls .. Middle Schools. English ...	7	223	223	100	123
	For Girls .. Middle Schools. Vernacular ...	20	1,708	94	...	1,708
	Total ...	407	45,611	11,243	2,091	43,918
	PRIMARY SCHOOLS.					
	For Boys	2,624	1,66,927	1,118	132	166,678
	For Girls	229	10,978	521	28	10,457
	Total ...	2,853	1,77,905	1,639	160	177,135
	SCHOOLS FOR SPECIAL INSTRUCTION.					
School Education. Special.	Training Schools for Masters	6	369	58	48	351
	Training Schools for Mistresses ...	2	47	...	...	47
	Schools of Art	...	...	...	...	...
	Law Schools	...	...	...	...	...
	Medical Schools	...	...	...	...	...
	Engineering and Surveying Schools ...	1	33	33	...	...
	Industrial Schools	5	110	...	...	...
	Commercial Schools	...	...	...	...	...
	Agricultural Schools	2	69	12	...	69
	Other Schools (Reformatory)	1	95	...	...	95
	Total ...	17	723	103	48	562
	TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION.	3,282	2,24,605	13,351	2,491	221,615
Private Institutions.	1.—Advanced Teaching—					
	(*a*) Arabic or Persian	1	11	...	11	...
	(*b*) Sanskrit	...	...	...	...	...
	(*c*) Any other Oriental Classic ...	...	...	...	...	...
	2.—Elementary teaching a vernacular only or mainly. For Boys ...	...	...	...	...	...
	2.—Elementary teaching a vernacular only or mainly. ,, Girls ...	...	...	...	...	...
	3.—Elementary teaching the Koran For Boys ...	...	...	...	...	...
	3.—Elementary teaching the Koran ,, Girls ...	...	...	...	...	...
	4.—Other Schools not conforming to Departmental Standards—					
	For Boys	...	...	...	...	...
	For Girls	1	101	60	...	101
	Total ...	2	112	60	11	101
	GRAND TOTAL ...	3,284	2,24,717	13,411	2,502	221,716

ERAL, TABLE III.

Central Provinces and Berar for the official year 1905-06.—(Concld.)

Classification of Scholars on the 31st of March according to race or creed.											
		Hindus.									
Europeans and Eurasians.	Native Christians.	Brahmins.	Non-Brahmins.	Muhammadans.	Budhists.	Parsis.	Gonds and other aborigines.	Others.	Number of girls in boys' school.	Number of boys in girls' school.	Remarks.
27	28	29	30	31	32	33	34	35	36	37	38
1	2	226	85	10	...	1	...	...	...	...	
...	1	29	9	1	...	1	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
1	3	255	94	11	...	2	...	...	...	..	
43	29	1,173	590	207	3	26	...	9	2	...	
170	238	3,738	4,682	1,088	17	29	41	33	25	...	
...	959	4,280	21,325	3,601	54	1	291	1,021	167	...	
28	...	...	...	...	...	4	...	...	...	...	
113	97	...	5	...	...	8	...	...	...	3	
...	802	315	500	24	...	2	25	40	...	16	
354	2,125	9,506	27,102	4,920	74	70	357	1,103	194	19	
292	1,115	16,440	118,435	13,138	1,538	46	5,805	10,118	4,565	...	
482	1,048	1,770	5,883	1,271	93	37	40	354	...	167	
774	2,163	18,210	124,318	14,409	1,631	83	5,845	10,472	4,565	167	
...	10	122	189	31	...	...	1	16	...	...	
...	2	12	33	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	..	...	...	
...	...	18	14	...	...	...	...	1	...	...	
66	...	3	11	...	...	...	5	25	13	...	
...	...	...	...	...	...	...	...	...	...	...	
...	...	27	35	7	...	...	...	...	...	...	
...	...	5	64	19	...	...	...	7	...	...	
66	12	187	346	57	...	...	6	49	13	...	
1,195	4,303	28,158	151,860	19,397	1,705	155	6,208	11,624	4,772	186	
...	...	...	...	11	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
...	101	...	...	...	...	...	...	...	...	...	
...	101	...	...	11	...	...	...	...	...	...	
1,195	4,404	28,158	151,860	19,408	1,705	155	6,208	11,624	4,772	186	

EDUCATION—GENERAL, TABLE III-A.

Number of Scholars on the 31st March classified according to Sex, Race or Creed for the official year 1905-06.

Class of Institutions.		Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Gonds and other aborigines.	Others.
				Brahmins.	Non-Brahmins.					
COLLEGIATE EDUCATION.										
ARTS COLLEGES.										
English	Male	1	2	226	85	10	...	1	...	...
	Female	...	...	...	...	...	...	...	...	...
Oriental	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
COLLEGE FOR PROFESSIONAL TRAINING.										
Law	Male	...	1	29	9	1	...	1	...	...
	Female	...	...	...	...	...	...	...	...	...
Medicine	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
Engineering	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
Teaching	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
Agriculture	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
	Total	1	3	255	94	11	...	2	...	...
SCHOOL EDUCATION—GENERAL.										
SECONDARY SCHOOLS.										
For Boys.										
High Schools	Male	41	29	1,173	590	207	3	26	...	9
	Female	2	...	...	...	...	...	...	...	...
Middle Schools—										
English	Male	157	230	3,737	4,679	1,088	17	29	41	33
	Female	13	8	1	3	...	...	...	...	...
Vernacular	Male	...	959	4,259	21,218	3,577	54	1	288	1,009
	Female	...	...	21	107	24	...	...	3	12
For Girls.										
High Schools	Male	...	...	...	...	...	...	...	...	...
	Female	28	...	...	...	...	...	4	...	...
Middle Schools—										
English	Male	3	...	...	...	...	...	...	...	...
	Female	110	97	...	5	...	...	8	...	...
Vernacular	Male	...	4	...	11	1	...	...	...	...
	Female	...	798	315	489	23	...	2	25	40
	Total	354	2,125	9,506	27,102	4,920	74	70	357	1,103
PRIMARY SCHOOLS.										
For Boys	Male	228	1,089	16,133	1,15,849	12,880	1,533	42	5,551	9,057
	Female	64	26	307	2,586	258	5	4	254	1,061
For Girls	Male	136	...	3	22	...	...	3	...	3
	Female	346	1,048	1,767	5,861	1,271	93	34	40	351
	Total	774	2,163	18,210	1,24,318	14,409	1,631	83	5,845	10,472

EDUCATION—GENERAL, TABLE III-A.

Number of Scholars on the 31st March classified according to Sex, Race or Creed for the official year 1905-06.—(Concld.)

Class of Institutions.	Europeans and Eurasians.	Natve Christians.	Hindus.		Muhammadans.	Budhists.	Parsis.	Gonds and other aborigines.	Others.
			Brahmins.	Non-Brahmins.					
SCHOOL EDUCATION—SPECIAL.									
Schools for Special Instruction.									
Training Schools ... Male	...	10	122	189	31	...	...	1	16
Training Schools ... Female	...	2	12	33	...	...	...	...	...
Schools of Art ... Male	...	...	...	...	...	..	...	...	...
Schools of Art ... Female	...	...	...	...	...	...	...	..	...
Law Schools ... Male	...	...	...	...	...	...	...	...	...
Law Schools ... Female	...	...	...	..	...	...	...	...	...
Reformatory Schools Male	...	...	5	64	19	...	...	...	7
Reformatory Schools Female	...	...	...	..	...	...	...	...	...
Engineering and Surveying Schools Male	...	...	18	14	...	..	...	...	1
Engineering and Surveying Schools Female	...	...	...	...	...	...	..	...	...
Industrial Schools ... Male	58	...	3	11	...	..	...	...	25
Industrial Schools ... Female	8	...	...	...	..	...	...	5	...
Other Schools, Agricultural. Male	...	...	27	35	7	...	...	...	...
Other Schools, Agricultural. Female	...	...	...	...	...	...	...	...	...
Total ...	66	12	187	346	57	...	..	6	49
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION. ...	1,195	4,303	28,158	1,51,860	19,397	1,705	155	6,208	11.624
PRIVATE INSTITUTIONS.									
1. Advanced Teaching—									
(*a*) Arabic or Persian... Male	...	...	...	...	11	...	...	...	...
(*a*) Arabic or Persian... Female	...	...	...	...	...	...	...	...	...
(*b*) Sanskrit ... Male	...	...	...	...	...	...	...	...	...
(*b*) Sanskrit ... Female	...	...	...	...	...	...	...	...	...
(*c*) Any other Oriental classics. Male	...	...	...	...	...	...	...	...	...
(*c*) Any other Oriental classics. Female	...	...	...	...	...	...	...	...	...
2. Elementary Teaching vernacular only or mainly—									
For Boys ... Male	...	...	...	...	...	...	...	...	...
For Boys ... Female	...	...	...	...	...	...	...	...	...
For Girls ... Male	...	...	...	...	...	...	...	...	...
For Girls ... Female	...	...	...	...	...	...	...	...	...
3. Elementary Teaching the Koran only—									
For Boys ... Male	...	...	...	...	...	...	..	...	...
For Boys ... Female	...	...	...	...	...	...	...	...	...
For Girls ... Male	...	...	...	...	...	..	...	...	...
For Girls ... Female	...	...	...	...	...	...	...	...	...
Other Schools not conforming to Departmental Standards—									
For Boys ... Male	...	...	...	...	...	...	...	..	...
For Boys ... Female	...	...	...	...	...	...	...	...	...
For Girls ... Male	...	...	...	...	...	...	...	...	...
For Girls ... Female	...	101	...	...	...	...	...	...	...
TOTAL OF PRIVATE INSTITUTIONS ...	...	101	...	...	11	...	...	...	...
GRAND TOTAL ...	1,195	4,404	28,158	1,5	19,408	1,705	155	6,208	11,624

Return of Expenditure on Public Instruction in the Central

Object of Expenditure.	Public						
	Under Public						
	Managed by Government.						
	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments. and other sources.	Total.
1	2	3	4	5	6	7	8
ARTS COLLEGES.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
COLLEGIATE EDUCATION. English	25,561	...	...	8,384	...	3,456	37,401
COLLEGIATE EDUCATION. Oriental	...	...	..	...	...	...	...
COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.							
Law	1,940	...	...	1,260	...	...	3,200
Medicine	...	...	...	...	...	...	...
Engineering	...	...	...	...	...	...	...
Teaching	...	...	...	...	...	...	..
Agriculture	...	...	...	...	...	...	...
Total	27,501	...	...	9,644	...	3,456	40,601
SECONDARY SCHOOLS.							
SCHOOL EDUCATION, GENERAL. For Boys — High Schools	34,693	...	3,760	15,163	15	78	53,709
For Boys — Middle Schools — English	52,946	...	1,871	18,067	5,708	83	78,675
For Boys — Middle Schools — Vernacular	819	...	...	...	...	...	819
For Girls — High Schools	...	...	...	...	...	...	...
For Girls — Middle Schools — English	...	...	...		...	...	...
For Girls — Middle Schools — Vernacular	3,241	...	...	12	...	...	3,253
Total	91,699	...	5,631	33,242	5,723	161	1,36,456
PRIMARY SCHOOLS.							
For Boys	4,590	...	50	311	...	10	4,961
For Girls	54,557	1,152	1,753	31	250	...	57,743
Total	59,147	1,152	1,803	342	250	10	62,704
SCHOOLS FOR SPECIAL INSTRUCTION.							
SCHOOL EDUCATION, SPECIAL. Training Schools for Masters	62,814	110	2	..	...	...	62,926
Training Schools for Mistresses	15,120	...	...	...	...	...	15,120
Schools of Art	...	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...	...
Medical Schools	...	..	...	...	...	...	...
Engineering and Surveying Schools	3,558	..	...	...	...	...	3,558
Industrial Schools	3,264	...	...	...	...	...	3,264
Reformatory Schools	16,373	...	...	...	...	..	16,373
Agricultural Schools	7,277	...	...	...	...	...	7,277
Other Schools Uriya Night Class	267	.	...	...	...	...	267
Total	1,08,673	110	2	...	...	...	1,08,785
Buildings	56,181	...	...	...	..	...	56,181
Furniture and Apparatus (special grants only)	16,600	...	...	2,320	17	...	18,937
Total	12,781	...	...	2,320	17	...	75,118
University	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN— Arts Colleges	...	...	...	...	.	..	...
SCHOLARSHIPS HELD IN— Medical Colleges	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN— Professional Colleges	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN— Secondary Schools	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN— Primary Schools	...	..	...	...	...	...	...
SCHOLARSHIPS HELD IN— Medical Schools	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN— Technical and Industrial Schools	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN— Other Special Schools	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION	3,59,801	1,262	7,436	45,548	5,990	3,627	4,23,664

ERAL, TABLE IV.

Provinces and Berar for the official year 1905-06.

Institutions.													
Management.													
Managed by District or Municipal Boards.							Maintained by Feudatory States.						
Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Native State Revenues.	Local Funds in Native States.	Municipal Funds raised in Native States.	Fees.	Subscriptions.	Endowments and other sources.	Total.
9	10	11	12	13	14	15	16	17	18	19	20	21	22
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	..	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	..	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
4,885	...	1,648	3,978	...	7	10,518	1,686	...	...	...	...	...	1,686
20,931	4,373	19,112	18,151	291	628	63,486	4,183	...	500	807	...	..	5,490
11,959	1,04,993	11,857	2,977	258	28	1,32,072	2,848	1,501	1,035	500	...	624	6,508
...	...	...	...	...	...	...	...	..	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	..	...	...	...	...	...	...	...	...
37,775	1,09,366	32,617	25,106	549	663	2,06,076	8,717	1,501	1,535	1,307	...	624	13,684
53,143	5,17,184	31,535	15,597	954	539	6,18,952	17,391	6,541	...	63	...	1,071	25,066
...	...	...	...	...	...	...	1,933	...	80	24	...	42	2,079
53,143	5,17,184	31,535	15,597	954	539	6,18,952	19,324	6,541	80	87	...	1,113	27,145
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	..	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	..	...	...	..	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
29,421	1,21,910	21,215	989	4,210	...	1,77,745	685	1,561	5	..	...	110	2,361
2,166	17,597	1,861	709	459	...	22,792	2,368	...	...	...	...	52	2,420
31,587	1,39,507	23,076	1,698	4,669	...	2,00,537	3,053	1,561	5	...	...	162	4,781
...	...	...	...	...	...	...	..	...	...	...	...	..	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	..	...	...	..	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	..	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	..	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	..	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
1,22,505	7,66,057	87,228	42,401	6,172	1,202	10,25,565	31,094	9,603	1,620	1,394	...	1,899	45,610

Return of Expenditure on Public Instruction in the Central

Objects of Expenditure.	Public						
	Under Private						
	Aided by Government or by District or Municipal Boards.						
	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
	23	24	25	26	27	28	29
ARTS COLLEGES.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
COLLEGIATE EDUCATION. — English	6,570	...	1,500	6,886	...	17,620	32,576
COLLEGIATE EDUCATION. — Oriental	...	...	...	...	...	...	...
COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.							
COLLEGIATE EDUCATION. — Law	...	...	...	...	...	...	...
COLLEGIATE EDUCATION. — Medicine	...	...	...	...	..	...	...
COLLEGIATE EDUCATION. — Engineering	...	...	...	...	...	...	...
COLLEGIATE EDUCATION. — Teaching	...	...	...	...	...	...	...
COLLEGIATE EDUCATION. — Agriculture	...	...	...	...	...	...	...
Total	6,570	...	1,500	6,886	...	17,620	32,576
SECONDARY SCHOOLS.							
SCHOOL EDUCATION, GENERAL. — For Boys — High Schools	12,987	...	2,322	17,023	2,039	13,199	47,570
SCHOOL EDUCATION, GENERAL. — For Boys — Middle Schools — English	28,920	...	4,122	21,109	2,199	31,679	88,029
SCHOOL EDUCATION, GENERAL. — For Boys — Middle Schools — Vernacular	4,677	...	...	575	82	8,169	13,503
SCHOOL EDUCATION, GENERAL. — For Girls — High Schools	1,830	...	40	1,405	23	1,625	4,923
SCHOOL EDUCATION, GENERAL. — For Girls — Middle Schools — English	6,309	...	120	3,929	...	6,502	16,860
SCHOOL EDUCATION, GENERAL. — For Girls — Middle Schools — Vernacular	5,456	60	189	1,408	82	12,037	19,232
Total	60,179	60	6,793	45,449	4,425	73,211	1,90,117
PRIMARY SCHOOLS.							
SCHOOL EDUCATION, GENERAL. — For Boys	29,353	...	4,741	12,685	6,678	19,987	73,444
SCHOOL EDUCATION, GENERAL. — For Girls	15,498	...	2,115	6,964	766	27,423	52,766
Total	44,851	...	6,856	19,649	7,444	47,410	1,26,210
SCHOOLS FOR SPECIAL INSTRUCTION.							
SCHOOL EDUCATION, SPECIAL. — Training Schools for Masters	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. — Training Schools for Mistresses	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. — Schools of Art	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. — Law Schools	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. — Medical Schools	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. — Engineering and Surveying Schools	...	...	...	...	...	..	..
SCHOOL EDUCATION, SPECIAL. — Industrial Schools	2,205	...	...	...	...	3,160	5,365
SCHOOL EDUCATION, SPECIAL. — Reformatory Schools	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. — Agricultural Schools	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. — Other Schools—Uriya Night Class	..	...	...	...	...	..	...
Total	2,205	...	...	...	...	3,160	5,365
Buildings	21,562	...	151	161	2,042	20,321	44,237
Furniture and Apparatus (special grants only)	5,874	...	...	317	100	2,949	9,240
Total	27,436	...	151	478	2,142	23,270	53,477
University	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	..
SCHOLARSHIPS HELD IN— Arts Colleges	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN— Medical Colleges	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN— Professional Colleges	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN— Secondary Schools	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN— Primary Schools	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN— Medical Schools	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN— Technical and Industrial Schools	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN— Other Special Schools	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	..	..
Total	...	...	...	...	...	...	...
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION	1,41,241	60	15,300	72,462	14,011	1,64,671	4,07,745

ERAL, TABLE IV.

Provinces and Berar for the official year 1905-06.—(Concld.)

Institutions.											
Management				Total Expenditure from							Remarks.
Unaided.											
Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	All other sources. Private.	All other sources. Public.	Grand Total.	
30	31	32	33	34	35	36	37	38	39	40	41
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
...	...	...	...	32,131	...	1,500	15,270	21,076	...	69,977	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	1,940	...	...	1,260	...	...	3,200	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	..	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	..	...	...	...	...	...	...	
...	...	...	...	34,071	...	1,500	16,530	21,076	...	73,177	
4,145	...	2 589	6,734	52,565	...	7,730	40.309	17,927	1,686	1,20,217	
217	439	2,276	2,932	1,02,797	4,373	25,105	58,351	43,803	4,183	2,38,612	
...	...	..	...	17,455	1,04 993	11,857	4,052	11,697	2,848	1,52,902	
...	...	...	...	1,830	...	40	1,405	1,648	...	4,923	
29	...	1,968	1,997	6,309	...	120	3,958	8,470	...	18,857	
...	..	...	...	8,697	60	189	1,420	12,119	...	22,485	
4,391	439	6,833	11,663	1,89,653	1.09,426	45,041	1,09,495	95,664	8,717	5,57,996	
2,890	1,924	5,036	9,850	87,086	5,17,184	36,326	31,546	42 740	17,391	7,32,273	
436	462	1,634	2,532	70,055	1,152	3,868	7,455	30,657	1,933	1,15,120	
3,326	2,386	6,670	12,382	1,57,141	5,18,336	40,194	39,001	73,397	19,324	8,47,393	
...	...	...	...	62,814	110	2	...	...	...	62,926	
...	...	...	...	15 120	...	...	...	...	...	15,120	
...	...	...	...	..	...	...	...	...	...	...	
...	...	...	...	.	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	..	...	...	
...	...		...	3.558	...	...	...	...	...	3,558	
...	...	75	75	5,469	...	...	...	3,235	...	8,704	
...	...	...	...	16,373	...	...	...	...	...	16,373	
...	...	...	...	7 277	...	...	...	..	...	7,277	
...	..	...	...	267	...	...	...	...	...	267	
...	...	75	75	1,10,878	110	2	...	3,235	...	1,14,225	
91	175	1,077	1,343	1,07,164	1,21.910	21,366	1,241	29 501	685	2,81,867	
...	...	100	100	24,640	17,597	1,861	3,346	3,677	2,368	53,489	
91	175	1,177	1,443	1,31,804	1,39,507	23,227	4,587	33,178	3,053	3,35,356	
...	...	...	...	38.173	...	...	...	...	...	38,173	
...	...	...	...	1,72.686	3,235	..	...	936	7,035	1,83.892	
...	..	...	...	6,512	...	...	...	349	545	7,406	
...	...	...	...	266	...	...	..	...	...	266	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	13,271	10,734	...	...	912	1.329	26,246	
...	...	...	...	1,870	...	38	...	995	1,032	3,935	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	2,829	1,201	...	...	177	...	4,207	
...	...	...	...	...	1,164	81	...	19	...	1,264	
..	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	24,925	12,059	2,617	1,661	3,601	979	45,842	
...	...	...	...	2,60,532	28,393	2,736	1,661	6,989	10,920	3,11.231	
7,808	3,000	14,755	25,563	8,84,079	7,95,772	1,12,700	1,71,274	2,33,539	42,014	22,39,378	

Return of the Stages of Instruction of Pupils in Public Schools for General Education

Class of Schools.			Number of schools.	Number of pupils on the rolls on 31st March.	High Stage. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination. 1			Middle Stage. Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle Stage). 2		
					Boys.	Girls.	Total.	Boys.	Girls.	Total.
SECONDARY SCHOOLS.										
For Boys	Departmental	English	37	5,596	765	...	765	3,302	...	3,302
		Vernacular	1	97	...	...	...	8	...	8
	District Fund	English	3	213	..	...	...	213	...	213
		Vernacular	202	23,692	17	...	17	3,126	...	3,126
	Municipal	English	28	2,993	124	...	124	2,869	...	2,869
		Vernacular	20	3,781	...	...	...	339	...	339
	Native States	English	6	332	24	...	24	308	..	308
		Vernacular	11	1,783	...	...	...	210	...	210
	Aided	English	40	2,730	780	2	782	1,930	18	1,948
		Vernacular	19	2,179	...	...	...	236	...	236
	Unaided	English	9	252	133	...	133	98	3	101
		Vernacular	...	...	...	...	...	...	...	..
	Total		376	43,648	1,843	2	1,845	12,639	21	12,660
For Girls	Departmental	English	...	...	...	...	...	...	...	...
		Vernacular	7	557	...	...	...	...	18	18
	District Fund	English	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	Municipal	English	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	Native States	English	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	..	...	...	...
	Aided	English	10	187	...	32	32	3	152	155
		Vernacular	13	1,151	...	...	...	...	287	287
	Unaided	English	1	68	...	...	...	...	68	68
		Vernacular	...	...	...	...	...	...	...	...
	Total		31	1,963	...	32	32	3	525	528
TOTAL SECONDARY SCHOOLS			407	45,611	1,843	34	1,877	12,642	546	13,188
PRIMARY SCHOOLS.										
For Boys	Departmental		16	1,015	...	...	...	...	...	...
	District Fund		1,863	123,340	...	..	..	733	...	733
	Municipal		107	13,147	...	...	..	...	...	..
	Native States		168	12,211	...	...	...	...	...	...
	Aided		331	14,045	...	...	...	...	...	...
	Unaided		119	3,169	...	...	...	...	...	...
	Total		2,624	166,927	...	...	...	733	...	733
For Girls	Departmental		152	7,024	...	..	...	...	...	...
	District Fund		...	...	...	...	...	..	...	...
	Municipal		...	...	...	...	...	...	...	...
	Native States		9	531	...	...	...	...	...	...
	Aided		55	2,956	...	...	...	...	...	...
	Unaided		13	467	...	...	..	...	...	...
	Total		229	10,978	...	...	...	...	...	..
TOTAL PRIMARY SCHOOLS			2,853	177,905	...	...	...	733	...	733
GRAND TOTAL			3,260	223,516	1,843	34	1,877	13,375	546	13,921

GENERAL, TABLE V.

in the Central Provinces and Berar at the end of the official year 1905-06.

Upper Primary Stage.			Lower Primary Stage.						TOTAL.		
Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			Comprising all pupils who have not passed beyond the Lower Primary Stage.								
			Reading printed books.			Not reading printed books.					
3			4			5					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
380	...	380	865	2	867	280	2	282	5,592	4	5,596
11	...	11	66	...	66	12	...	12	97	...	97
...	...	...	...	...	...	...	...	...	213	...	213
4,086	5	4,091	10,433	70	10,503	5,891	64	5,955	23,553	139	23,692
...	..	...	...	...	...	...	...	...	2,993	...	2,993
474	...	474	1,784	...	1,784	1,184	...	1,184	3,781	...	3,781
...	...	...	...	...	...	...	...	...	332	...	332
178	4	182	915	5	920	452	19	471	1,755	28	1,783
...	...	...	...	...	...	..	...	...	2,710	20	2,730
317	...	317	976	...	976	650	...	650	2,179	..	2,179
12	...	12	6	...	6	...	...	...	249	3	252
...	...	...	...	...	...	...	...	...	...	...	...
5,458	9	5,467	15,045	77	15,722	8,469	85	8,554	43,454	194	43,648
...	..	...	...	...	...	...	...	..	...	...	...
...	39	39	...	307	307	...	193	193	...	557	557
...	...		...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
1	193	194	7	399	406	8	256	264	16	1,135	1,151
...	...	...	...	...	...	...	...	...	...	68	68
...	...	...	...	...	..	...	...	...	...	...	..
1	232	233	7	706	713	8	449	457	19	1,944	1,963
5,459	241	5,700	15,052	783	15,835	8,477	534	9,011	43,473	2,138	45,611
115	.	115	427	...	427	220	...	220	1,015	...	1,015
17,447	174	17,621	57,821	1,525	59,346	43,887	1,753	45,640	119,888	3,452	123,340
2,714	2	2,716	6,966	15	6,981	3,430	20	3,450	13,110	37	13,147
982	36	1,018	5,601	251	5,852	4,796	545	5,341	11,379	832	12,211
2,081	32	2,113	7,635	74	7,709	4,181	42	4,223	13,897	148	14,045
304	17	321	532	61	1,593	1,237	18	1,255	3,073	96	3,169
23,643	261	23,904	79,982	1,926	81,908	57,751	2,398	60,129	162,362	4,565	166,927
...	338	338	...	2,948	2,948	...	3,738	3,738	...	7,024	7,024
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	39	39	...	262	262	...	230	230	...	531	531
15	233	248	77	1,257	1,334	67	1,307	1,374	159	2,797	2,956
3	10	13	5	96	101	...	353	353	8	459	467
18	620	638	82	4,563	4,645	67	5,628	5,695	167	10,811	10,978
23,661	881	24,542	80,064	6,489	86,553	57,818	8,006	65,824	162,529	15,376	177,905
29,120	1,122	30,242	95,116	7,272	102,388	66,295	8,540	74,835	2,06,002	17,514	223,516

EDUCATION—

Return showing the Results of Prescribed Examinations in the

Name of examination.	Number of Institutions sending Examinees.				Number of Examinees.				
	Institutions under Public management.	Aided Institutions.	Other Institutions.	Total.	Institutions under Public management.	Aided Institutions.	Other Institutions.	Private Students.	Total.
1	2	3	4	5	6	7	8	9	10
ARTS COLLEGES.									
1. Master of Arts	...	1	...	1	...	1	...	...	1
2. Bachelor of Arts	1	2	...	3	23	62	...	...	85
3. B. Sc.	1	...	...	1	4	...	...	...	4
4. First B.A.	...	...	...	...	...	...	...	...	...
4. First B.Sc.	...	...	...	...	...	...	...	...	...
4. First Arts	1	3	...	4	29	77	...	...	106
4. Previous Examination ...	...	...	...	...	...	...	...	...	...
ORIENTAL COLLEGES.									
1. Master of Oriental learning ...	...	...	...	...	...	...	...	...	...
2. Bachelor of Oriental learning ...	...	...	...	...	...	...	...	...	...
3. Honors in Sanskrit ...	...	...	...	...	...	...	...	...	...
Do. Arabic	...	...	...	...	...	...	...	...	...
Do. Persian	...	...	...	...	...	...	...	...	...
4. High Proficiency in Sanskrit ...	...	...	...	...	...	...	...	...	...
Do. do. Arabic ..	...	...	...	...	...	...	...	...	...
Do. do. Persian ...	...	...	...	...	...	...	...	...	...
5. Proficiency in Sanskrit ...	...	...	...	...	...	...	...	...	...
Do. do. Arabic ...	...	...	...	...	...	...	...	...	...
Do. do. Persian ...	...	...	...	...	...	...	...	...	...
COLLEGES FOR PROFESSIONAL TRAINING									
LAW—									
1. Doctor of Law ...	...	...	...	...	...	..	...	...	...
2. Master of Law ...	...	...	...	...	...	...	...	...	...
3. Bachelor of Law ...	2	...	...	2	41	...	...	...	41
MEDICINE—									
1. M. D. ...	...	...	...	...	...	...	...	...	...
2. M. B. ..	...	...	...	...	...	...	...	...	...
3. Honors in Medicine and Surgery.	...	...	...	...	...	...	...	...	...
4. First M. B. ...	...	...	...	...	...	...	...	...	...
4. First L. M. ...	...	...	...	...	...	...	...	...	...
5. First M .B. ...	...	...	...	...	...	...	...	...	...
5. First L. S. ...	...	...	...	...	...	...	...	...	...
6. Preliminary Scientific ...	...	...	...	...	...	...	...	...	...

GENERA,L TABLE VI.

Central Provinces and Berar during the official year 1905-06.

Number passed.					Race or creed of Passed Scholars.								Remarks.
Institutions under Public management.	Aided Institutions.	Other Institutions.	Private Students.	Total.	Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Budhists.	Parsis.	Others.	
							Brahmins.	Non-Brahmins.					
11	12	13	14	15	16	17	18	19	20	21	22	23	24
...	1	...	...	1	...	...	...	1	...	...	...	...	
...	6	...	...	6	...	...	3	3	...	...	...	...	The results of the Allahabad University are not known.
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	..	...	...	...	...	...	...	...	...	...	...	
13	21	...	...	34	3	...	23	6	1	...	1	...	
...	...	...	...	...	...	...	...	...	...	..	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	..	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	..	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	..	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	..	...	...	...	...	...	...	..	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
5	...	...	...	5	...	...	4	1	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	..	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	

Return showing the Results of Prescribed Examinations in the

Name of examination.	Number of Institutions sending Examinees.				Number of Examinees.				
	Institutions under Public management.	Aided Institutions.	Other Institutions.	Total.	Institutions under Public management.	Aided Institutions.	Other Institutions.	Private Students.	Total.
1	2	3	4	5	6	7	8	9	10
COLLEGES FOR PROFESSIONAL TRAINING.—(*Concld.*)									
ENGINEERING—									
1. M. C. E. ...	...	...	...	...	...	...	...	...	...
2. B. C. E. ...	...	...	...	...	...	...	...	...	...
3. L. C. E. ...	...	...	...	...	...	...	...	...	...
4. First L. C. E. ...	...	...	...	...	...	...	...	...	...
TEACHING—									
1. Licentiating in Teaching ...	...	...	...	...	...	...	...	...	...
SCHOOLS FOR GENERAL EDUCATION—									
Matriculation ... Boys ...	8	10	3	21	76	246	24	14	360
Girls ...	...	2	...	2	...	5	...	...	5
School final ... Boys ...	3	3	1	7	30	12	2	...	44
Girls ...	...	...	...	...	...	...	...	...	...
Upper Secondary Examination. Boys ...	9	...	...	9	135	...	...	...	135
Girls ...	...	4	...	4	...	13	...	...	13
Middle School Examination. Boys ...	...	4	...	4	...	32	...	...	32
Girls ...	...	4	...	4	...	24	...	...	24
High School Scholarship Examination. Boys ...	35	5	6	46	138	12	19	4	173
Girls ...	...	...	...	...	...	...	...	...	...
Primary Examination Boys ...	2,133	170	34	2,337	16,480	1,433	165	51	18,129
Girls ...	95	57	2	154	357	609	6	4	976
SCHOOL FOR SPECIAL INSTRUCTION—									
1. TRAINING SCHOOL—									
Examination for Masters. Upper ...	1	...	...	1	20	...	...	12	32
Lower ...	62	5	10	77	384	20	45	226	675
2. TRAINING SCHOOL—									
Examination for Mistresses. Upper ...	...	...	...	...	...	...	...	...	...
Lower ...	2	5	...	7	22	39	...	6	67
3. School of Art Examination ...	22	4	1	27	284	25	10	8	327
4. Medical Examination ...	1	...	...	1	9	...	...	...	9
5. Examination in Engineering and Surveying.	1	...	...	1	31	...	...	...	31
6. Industrial School Examination ...	1	...	...	1	38	...	...	...	38
7. Veterinary Examination ...	...	...	...	...	...	...	...	...	...
8. Examination in Agriculture ...	1	...	...	1	127	...	...	...	127

ERAL, TABLE VI.

Central Provinces and Berar during the official year 1905-06.—(*Concld.*)

Number passed.					Race or creed of passed Scholars.								Remarks.
Institutions under Public management.	Aided Institutions.	Other Institutions.	Private Students.	Total.	Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.	
							Brahmins.	Non-Brahmins.					
11	12	13	14	15	16	17	18	19	20	21	22	23	24
...	...	...	...	...	...	...	...	...	...	...		...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
42	60	14	6	122	9	3	85	13	11	...	1	...	
...	1	...	...	1	1	...	...	...	...	...	...	...	
23	8	...	...	31	...	...	14	15	2	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
36	...	...	...	36	...	...	23	7	5	...	1	...	
...	6	...	...	6	6	...	...	...	...	...	...	...	
...	25	...	...	25	24	1	...	...	...	...	...	...	
...	20	...	...	20	19	...	...	...	...	...	...	1	
83	2	7	3	95	1	...	54	32	8	...	...	...	
...	...	...	...	...	...	...	...	..	...	...	...	...	
14,024	1,038	96	33	12,191	182	250	1,960	8,095	861	47	36	760	
253	488	3	3	747	230	195	45	215	24	1	24	13	
13	..	...	6	19	...	2	14	1	2	...	...	...	
216	2	30	76	324	...	6	115	173	21	...	...	9	
...	...	...	...	...	...	...	...	...	...	...	...	...	
15	19	...	6	40	...	22	6	12	...	...	...	...	
65	2	2	5	74	...	1	31	32	9	1	...	...	
9	...	...	...	9	...	...	6	2	1	...	...	...	
31	...	...	...	31	...	...	21	9	...	...	...	1	
32	...	...	...	32	...	...	...	25	3	...	...	4	
...	...	...	...	...	..	...	...	...	...	...	...	...	
124	...	...	...	124	...	...	42	75	7	...	...	...	

Return showing the Distribution of District Fund and Municipal Expenditure on

Objects of Expenditure.	Expenditure of District Boards on Public Instruction.													
	In Institutions managed by District Fund Boards.											In Institutions managed by—		
	Number of Institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial grants.	District Funds.	Municipal grants.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Department.	Municipal Boards.	Private persons or associations.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
COLLEGIATE EDUCATION. — ARTS COLLEGES.														
English	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Oriental	...	...	...	...	...	...	...	...	...	...	...	...	...	...
COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.														
Law	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medicine	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Engineering	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Teaching	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Agriculture	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, GENERAL. — SECONDARY SCHOOLS.														
For Boys. High Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For Boys. Middle Schools. English	...	3	213	213	172	...	4,373	...	...	...	...	4,373	...	...
For Boys. Middle Schools. Vernacular	...	202	23,692	23,204	16,554	...	1,04,993	...	...	...	...	1,04,993	...	...
For Girls. High Schools	...	...	...	..	...	...	...	...	...	...	...	...	...	...
For Girls. Middle Schools. English	...	...	...	...	...	..	...	...	...	...	...	...	...	...
For Girls. Middle Schools. Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	60
Total	...	205	23,905	23,417	16,726	...	1,09,366	...	...	...	...	1,09,366	...	...	60
PRIMARY SCHOOLS.														
For Boys	...	1,883	1,23,340	1,14,777	87,238	...	5,17,184	...	...	...	...	5,17,184	...	...	...
For Girls	...	...	...	...	...	...	...	...	...	...	...	...	1,152	...	...
Total	...	1,883	123,340	114,777	87,238	...	5,17,184	...	...	...	...	5,17,184	1,152	...	...
SCHOOL EDUCATION, SPECIAL. — SCHOOLS FOR SPECIAL INSTRUCTION.														
Training Schools for Masters	...	...	...	...	...	...	...	...	...	...	...	...	110	...	...
Training Schools for Mistresses	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School of Art	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Engineering and Surveying Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Industrial Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Commercial Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Agricultural Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other Schools (Reformatory)	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...	...	...	...	...	...	110	...	...
Buildings	...	...	...	...	...	...	1,21,910	...	...	...	...	1,21,910	...	...	...
Furniture and apparatus (special grants only)	...	...	...	...	...	...	17,597	...	...	...	...	17,597	...	...	...
Total	...	...	...	...	...	...	1,39,507	...	...	...	...	1,30,507	...	...	...
Inspection	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in— Arts Colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical Colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Professional	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Secondary Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Primary Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other Special Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
GRAND TOTAL	...	2,088	127,245	138,194	103,964	...	7,66,057	...	...	...	...	7,66,057	...	...	...

ERAL, TABLE No. VII.

Public Instruction in the Central Provinces and Berar for the official year 1905-06.

Total District Fund Expenditure on Public Instruction.	Expenditure of Municipal Boards on Public Instruction.														Total Municipal Expenditure on Public Instruction.	Total Expenditure of District Fund and Municipal Boards on Public Instruction.	Remarks.
	In Institutions managed by Municipal Boards.											In Institutions managed by.					
	Number of Institutions.	Number of scholars on the rolls on 31st March.	Number of scholars on the rolls monthly during the year.	Average daily attendance.	Provincial grants.	Municipal rates.	District Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Department.	District Fund Boards.	Private persons or associations.			
16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
Rs.				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,500	1,500	1,500	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,500	1,500	1,500	
...	4	309	275	229	4,885	1,648	...	3,078	...	7	10,518	3,760	...	2,322	7,730	7,730	
4,373	24	2,684	2,490	2,092	20,931	19,112	...	18,151	291	628	59,113	1,871	...	4,122	25,105	29,478	
1,04,993	20	3,781	3,789	2,759	11,959	11,857	...	2,977	258	28	27,079	...	...	...	11,857	1,16,850	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	40	40	40	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	120	120	120	
60	...	...	...	...	...	...	...	...	...	...	...	...	...	189	189	249	
1,69,426	48	6,774	6,554	5,080	37,775	32,617	...	25,106	549	663	96,710	5,631	...	6,793	45,041	1,54,467	
5,17,184	107	13,147	12,965	10,078	53,143	31,535	...	15,597	954	539	1,01,768	50	...	4,741	36,326	5,53,510	
1,152	...	...	...	...	...	...	...	...	...	...	...	1,753	...	2,115	3,868	5,020	
5,18,336	107	13,147	12,965	10,078	53,143	31,535	...	15,597	954	539	1,01,768	1,803	...	6,856	40,194	5,58,530	
110	...	...	...	...	...	...	...	...	...	...	...	2	...	...	2	112	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
110	...	...	...	...	...	...	...	...	...	...	...	2	...	...	2	112	
1,21,910	...	...	...	...	29,421	21,215	...	989	4,210	...	55,835	...	...	151	213,66	1,43,276	
17,597	...	...	...	...	2,166	1,861	...	709	459	...	5,195	...	...	...	1,861	19,458	
1,39,507	...	...	...	...	31,587	23,076	...	1,698	4,669	...	61,030	...	...	151	23,227	1,62,734	
3,235	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	3,235	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
10,734	...	...	...	...	...	...	...	...	...	...	...	...	...	...	38	10,772	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
1,201	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,201	
1,164	...	...	...	...	...	...	...	...	...	...	...	...	...	...	81	1,245	
12,059	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2,617	14,676	
28,393	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2,736	31,129	
7,95,772	155	19,921	19,519	15,158	1,22,505	87,228	...	42,401	6,172	1,202	2,59,508	7,436	...	15,300	1,12,700	9,08,472	

EDUCATION—GENERAL, TABLE VIII.—(FOR MALES).

Return showing the Attendance and Expenditure in Hostels or Boarding-houses for the official year 1905-06.

Class of Hostels or Boarding-houses.	Number of—		Number of Boarders who are students of—				Expenditure from—					Remarks.
	Hostels or Boarding-houses.	Boarders.	Arts Colleges.	Secondary Schools.	Primary Schools.	Special Schools.	Provincial Revenues.	District or Municipal Funds.	Subscriptions or Endowments.	Fees.	Total Expenditure.	
1	2	3	4	5	6	7	8	9	10	11	12	13
							Rs. a. p.	Rs. a. p.	Rs.	Rs.	Rs. a. p.	
1.—Managed by Government ...	9	435	52	53	...	330	3,024	...	41	422	3,487 0 0	
2.—Managed by District or Municipal Boards.	16	237	...	230	7	...	1,020	1,622 0 0	240	115	2,997 0 0	
3.—Aided by Government or by District or Municipal Boards.	15	497	75	222	157	43	9,990	456 0 0	10,515	11,675	32,636 0 0	
4.—Unaided ...	13	284	...	71	168	45	.	...	10,462	1,152	11,614 0 0	

EDUCATION—GENERAL, TABLE VIII.—(FOR FEMALES).

Return showing the Attendance and Expenditure in Hostels or Boarding-houses for the official year 1905-06.

Class of Hostels or Boarding-houses.	Number of—		Number of Boarders who are students of—				Expenditure from—					Remarks.
	Hostels or Boarding-houses.	Boarders.	Arts Colleges.	Secondary Schools.	Primary Schools.	Special Schools.	Provincial Revenues.	District or Municipal Funds.	Subscriptions or Endowments.	Fees.	Total Expenditure.	
1	2	3	4	5	6	7	8	9	10	11	12	13
							Rs.	Rs.	Rs.	Rs.	Rs.	
1.—Managed by Government ...	1	16	...	...	...	...	2,144	...	...	...	2,144	
2.—Managed by District or Municipal Boards ...	...	...	...	...	...	...	...	...	...	...	...	
3.—Aided by Government or by District or Municipal Boards...	7	401	...	229	172	..	7,708	...	17,742	8,375	33,825	
4.—Unaided ...	1	90	...	19	71	...	...	...	4,920	...	4,920	

EDUCATION.—SUBSIDIARY, TABLE No. II.—(For Europeans Only.)

Abstract Return of Expenditure on European Institutions in the Central Provinces for the official year 1905-06.

	Total Direct Expenditure.					Total Indirect Expenditure.						
	University Education.	School Education, General.		School Education, Special.	Total.	Scholarships.	Building.	Furniture.	Miscellaneous.	Total.	Total expenditure.	Remarks.
	Arts Colleges.	Secondary Schools.	Primary Schools.	Industrial Schools.								
1	2	3	4	5	6	7	8	9	10	11	12	13
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
Institutions ... For Males	...	22,307	16,006	2,880	41,193	706	1,951	658	1,827	5,142	46,335	
Institutions ... For Females	...	16,885	21,356	75	38,316	283	6,286	638	2,790	9,997	48,313	
Total ...	...	39,192	37,362	2,955	79,509	989	8,237	1,296	4,617	15,139	94,648	
(*a*) Percentages of Provincial expenditure included in columns 2 to 11 to Total Provincial expenditure on European Institutions.	...	43·77	33·12	3·57	76·89	2·55	9·45	2·00	5·51	19·53	100·00	
(*b*) Do. do. to Municipal Expenditure ..	...	25·50	74·49	...	100·00	...	...	...	...	...	100·00	
(*c*) Do. do. to Total Expenditure ...	...	41·40	39·47	3·12	84·00	1·04	8·70	1·36	4·87	15·99	100·00	
Average annual cost of educating each pupil:—	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.							
Aided Institutions. Cost of Provincial Revenues ...	...	45 5 8	14 15 7	22 10 0	61 10 11							
Aided Institutions. Cost of Municipal Funds ...	...	2 3 6	2 13 3	...	2 10 3							
Total ...	...	104 3 9	42 7 7	47 3 5	60 9 2							
Unaided Institutions	...	104 0 0	33 11 4	5 0 0	29 3 7							
Total ...	...	104 3 9	42 2 9	38 14 1	59 6 9							

EDUCATION—SUBSIDIARY, TABLE No. III—(FOR EUROPEANS ONLY.)

Return of European Schools and Scholars in the Central Provinces for the year 1905-06.

		Public Institutions.								Grand total of Public Institutions.	Grand total of scholars on 31st March.	Number of scholars on 31st March learning—			Girls in Boys' Schools.	Boys in Girls' Schools.	Remarks.
		Under private management.															
		Aided by the Government, District Fund or Municipal Board.				Unaided.											
		Number of Institutions.	Number of scholars on rolls on the 31st March 1906.	Average number on rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of scholars on rolls on the 31st March 1906.	Average number on rolls monthly during the year.	Average daily attendance.			English	A, classical language.	A, vernacular language.			
1		2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
	SECONDARY SCHOOLS.																
School Education, General	For Boys ... High Schools ...	4	47	40	39	...	...	...	...	4	47	47	47	7	2	...	
	For Boys ... Middle Schools ...	4	173	168	141	1	3	3	3	5	176	176	142	67	13	...	
	For Girls ... High Schools ...	4	32	31	28	...	...	...	...	4	32	32	31	1	...	...	
	For Girls ... Middle Schools ...	5	121	134	119	..	...	...	...	5	121	121	100	21	...	3	
	Total ..	17	373	373	327	1	3	3	3	18	376	376	320	96	15	3	
	PRIMARY SCHOOLS.																
	For Boys ...	7	320	316	265	1	19	16	15	8	339	339	45	48	72	...	
	For Girls ...	9	502	539	427	1	19	15	14	10	521	521	28	...	...	142	
	Total ..	16	822	855	692	2	38	31	29	18	860	860	73	48	72	142	
	SCHOOL EDUCATION, SPECIAL.																
	Industrial Schools Boys ...	1	58	61	59	...	...	...	...	1	58	..	...	...	...	...	
	Industrial Schools Girls	...	...	...	...	1	13	15	13	1	13	...	...	...	...	...	
	Total of Schools or Public Institutions ...	34	1,253	1,289	1,078	4	54	49	45	38	1,307	1,236	393	144	87	145	

EDUCATION—GENERAL, TBALE III.-A.— (FOR EUROPEANS ONLY.)

Number of Scholars on the 31st March, classified according to Sex, Race, or Creed, for the official year 1905-06.

		Europeans and Eurasians.	Native Christians.	HINDUS.		Muhammadans.	Jews.	Parsis.	Gonds and other aborigines.	Others.
				Brahmins.	Non-Brahmins.					
SCHOOL EDUCATION—GENERAL SECONDARY SCHOOLS FOR BOYS.										
High Schools—	Male ...	41	...	...	...	...	...	4	...	...
	Female ...	2	...	...	...	...	...	...	...	...
MIDDLE SCHOOLS.										
English—	Male ...	150	2	...	...	...	...	11	...	...
	Female ...	13	...	..	...	...	..	..	...	...
FOR GIRLS.										
High Schools—For Girls ...	Male ...	...	...	...	...	...	...	...	...	...
	Female ...	28	...	...	...	...	...	4	...	...
MIDDLE SCHOOLS.										
English	Male ...	3	...	..	...	...	...	...	...	...
	Female ...	110	...	...	...	...	...	8	...	...
	Total ...	347	2	...	...	...	...	27	...	...
PRIMARY SCHOOLS.										
For Boys	Male ...	226	1	8	...	4	4	24	...	...
	Female ...	64	...	5	...	1	...	2	...	...
For Girls	Male ...	136	...	...	...	...	...	3	...	3
	Female ...	346	...	...	5	...	...	28	...	...
	Total ...	772	1	13	5	5	4	57	...	3
Technical and Industrial Schools.	Male ...	58	...	...	..	...	...	...	...	...
	Female ..	8	...	...	...	...	...	...	5	...
	Total ...	66	...	...	...	...	...	...	5	...
Total of Colleges and Schools of Public Instruction.		1,185	3	13	5	5	4	84	5	3
GRAND TOTAL ..		1,185	3	13	5	5	4	84	5	3

EDUCATION—SUBSIDIARY, TABLE IV.—(FOR EUROPEANS ONLY.)

Return of Expenditure on European Institutions in the Central Provinces for the official year 1905-06.

Object of Expenditure.	Public Institutions.										Total of Expenditure from					Remarks.
	Under Private management.															
	Aided by the Department.						Unaided.									
	Provincial Revenues.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	Municipal Funds.	Fees.	All other sources.	Grand Total.	
1	2a	2b	2c	2d	2e	2	3a	3b	3c	3	4a	4b	4c	4d	4	
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
SECONDARY SCHOOLS—ENGLISH.																
For Boys ... High Schools ..	3,826	222	1,855	1,037	2,050	8,990	...	...	...	...	3,826	222	1,855	3,087	8,990	
For Boys ... Middle Schools ...	6,353	445	3,477	1,180	1,550	13,005	108	...	204	312	6,353	445	3,585	2,934	13,317	
For Girls ... High Schools ..	1,830	40	1,405	53	1,625	4,923	...	...	...	...	1,830	40	1,405	1,648	4,923	
For Girls ... Middle Schools ...	4,909	120	3,634	...	3,299	11,962	...	...	...	...	4,909	120	3,634	3,299	11,902	
Total ..	16,918	827	10,371	2,240	8,524	38,880	108		204	312	16,918	827	10,479	10,968	39,192	
PRIMARY SCHOOLS																
For Boys ...	6,107	1,196	3,910	1,455	2,754	15,422	476	...	108	584	6,107	1,196	4,386	4,317	16,006	
For Girls ...	6,697	1,220	6,828	...	6,150	20,895	436	25	...	461	6,697	1,220	7,264	6,175	21,356	
Total ...	12,804	2,416	10,738	1,455	8,904	36,317	912	25	108	1,045	12,804	2,416	11,650	10,492	37,362	
Industrial Schools { Boys ..	1,380	...	...	...	1,500	2,880	...	...	...	...	1,380	...	...	1,500	2,880	
Industrial Schools { Girls	...	...	...	...	...	...	...	...	75	75	...	..	...	75	75	
Total ...	1,380	...	...	...	1,500	2,880	...	...	75	75	1,380	...	...	1,575	2,955	
Scholarships held in { Colleges { Arts ..	174	...	..	...	...	174	..	...	...	..	174	...	...	...	174	
Scholarships held in { Colleges { Professional ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Scholarships held in { Secondary Schools ...	440	...	...	...	...	440	...	...	...	...	440	...	...	...	440	
Scholarships held in { Primary ...	375	...	...	...	...	375	...	...	...	.	375	..	...	...	375	
Buildings ...	3,653	...	...	...	4,440	8,093	...	...	144	144	3,653	...	...	4,584	8,237	
Furniture ...	775	...	...	...	500	1,275	...	...	21	21	775	...	...	521	1,296	
Miscellaneous ...	2,132	...	...	..	2,392	4,524	...	...	93	93	2,132	...	...	2,485	4,617	
Total ...	7,549	...	...	...	7,332	14,881	...	...	258	258	7,549	...	...	7,590	15,139	
Total expenditure on European Institutions ...	38,651	3,243	21,109	3,695	26,260	92,958	1,020	25	645	1,690	38,651	3,243	22,129	30,625	94,648	

EDUCATION—SUBSIDIARY, TABLE No. V.—(FOR EUROPEANS ONLY.)

Return of the Stages of instruction of Pupils in Public Schools for General Education in the European Schools of the Central Provinces and Berar for the official year 1905-06.

Class of School.	Number of Schools.	Number of pupils on the rolls on 31st March	High Stage. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination			Middle Stage. Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) Stage.			Upper Primary Stage. Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			Lower Primary Stage. Comprising all pupils who have not passed beyond the Lower Primary Stage.						Total.		
												Reading printed books.			Not reading printed books.					
			1			2			3			4			5					
			Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
SECONDARY SCHOOLS—ENGLISH.																				
For Boys ... Aided	8	220	45	2	47	163	10	173	...	...	...	...	..	...	...	...	...	208	12	220
For Boys ... Unaided	1	3	...	...	...	...	3	3	...	...	...	...	...	...	...	...	...	...	3	3
Total ...	9	223	45	2	47	163	13	176	...	...	...	...	...	...	...		...	208	15	223
For Girls ... Aided	9	153	...	32	32	3	118	121	...	...	...	...	...	...	...	...	...	3	150	153
For Girls ... Unaided	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ..	9	153	..	32	32	3	118	121	...	...	...	...	...	...	...	...	...	3	150	153
Total Secondary Schools ...	18	376	45	34	79	166	131	297	...	...	...	...	...	...	...	...	...	211	165	376
PRIMARY SCHOOLS—ENGLISH.																				
For Boys ... Aided ...	7	320	...	...	...	...	...	...	78	26	104	171	35	206	7	3	10	256	64	320
For Boys ... Unaided	1	19	...	...	...	...	...	...	9	8	17	2	...	2	...	...	...	11	8	19
Total ..	8	339	...	...	...	...	...	...	87	34	121	173	35	208	7	3	10	267	72	339
For Girls ... Aided	9	502	...	...	...	...	...	...	15	94	109	72	205	277	47	69	116	134	368	502
For Girls ... Unaided	1	19	...	...	...	...	...	...	3	8	11	5	2	7	...	1	1	8	11	19
Total ...	10	521	...	...	...	...	...	...	18	102	120	77	207	284	47	70	117	142	379	521
Total Primary Schools ...	18	860	...	...	...	...	...	...	105	136	241	250	242	492	54	73	127	409	451	860
GRAND TOTAL ...	36	1,236	45	34	79	166	131	297	105	136	241	250	242	492	54	73	127	620	616	1,236

Sectt. Press, Nagpur:—No. 1031, Civil Sectt.—10-9-06—350.

REPORT

ON THE

STATE AND PROGRESS OF EDUCATION

IN THE

CENTRAL PROVINCES AND BERAR

FOR

THE QUINQUENNIUM ENDING 1906-07.

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CENTRAL PROVINCES ADMINISTRATION.

Education and Medical Department.

No. $\frac{86}{\text{VI-10-3}}$.

Nagpur, the 17th January 1908.

READ—

Letter No. 4829, dated the 28th August 1907, from the Director of Public Instruction, Central Provinces, forwarding the Report on the state and progress of Education in the Central Provinces for the quinquennium ending 1906-07.

READ ALSO—

The Circle and District Reports.

RESOLUTION.

Although the progress of education was not checked by famine during the period under review as it was in the previous quinquennial period, it was to a great extent retarded by plague and local scarcity. There has, nevertheless, been a very distinct advance during the last five years. The summary given in Chapter II of the Report shows in outline what has been done. The staff of Inspectors has been increased, and an Inspectress of Girls' Schools appointed. Girls' schools have been provincialised, both in the Central Provinces and Berar, and a second Female Normal School has been established. The fixed-grant system has been substituted for that under which payment was made by results, and the fee system has been changed, a single rate for each grade of school having been fixed. The poorer classes have benefited by the extension of the scholarship system and by exemption, within certain limits, from the payment of fees. One important measure has been the affiliation of all schools and colleges to the Allahabad University. Arrangements have been made for the higher teaching of science at Nagpur, where a Technical Institute has been established; and a similar Institute at Amraoti will shortly be completed. Secondary education has spread; the pay of masters in Government schools has been improved; and there has been a great increase in the number of pupils receiving primary education. More attention has been paid to technical education, and scholarships have increased both in number and value.

2. With regard to the statistical portion of the report, it is impossible to make any useful comparison of the Provincial figures for the period under review with those of the previous quinquennium, owing to the territorial changes caused by the amalgamation of Berar with the Central Provinces and the transfer of the Sambalpur District to Bengal, while many of the comparisons generally made in quinquennial reviews of progress are vitiated by the further distribution of districts between revised Inspectors' circles, and by changes in the classification of schools. It is clear, however, that both in British territory and in the Feudatory States there has been a satisfactory increase in the percentage of children of school-going age who actually attend school. The increase is distributed over every district except Nagpur, where educational efforts have been seriously hampered by plague. In the case of boys the best results appear in the figures for Hoshangabad and Narsinghpur, where the percentage is over 30; while in Balaghat, Jubbulpore, Amraoti and Buldana over 25 boys in every hundred of school-going age attended school. The results are not so good in

the Bhandara, Betul, Seoni, Raipur and Yeotmal Districts. The percentage of girls who attend school ranges from 4 in Saugor to ·4 in Bhandara and Balaghat. The appointment of a special staff for the inspection of girls' schools has hardly had time to show its effects but there has been an appreciable improvement in attendance and better results may be expected in the near future. In the Feudatory States the increase in the number of boys and girls who attend school has been very marked, the percentage of total scholars to total population having more than doubled. The department is to be congratulated on these results which are attributed chiefly to the spread of knowledge among the people and to increased efforts on the part of the authorities.

3. Nearly one-tenth of the total number under instruction were aborigines and low-caste boys. With regard to the former class one obstacle to the spread of education among them is their own disinclination to send their boys to school; but the provision of schools in jungly and sparsely populated tracts is always a difficult matter. The case of low-caste boys presents a different difficulty. There can be no doubt that in some places the high castes object strongly to the association of their boys in school with low-caste boys. At the same time the objection has in many places been overcome, and for many years the policy of the Administration has been to discourage the perpetuation of caste prejudices so far as schools are concerned. The Chief Commissioner sees no reason to depart from the principle, laid down in 1870, that in schools maintained from public funds pupils of all castes should be treated alike and that low-caste boys should be refused admittance into no Government school so long as they are clean in their habits and persons. Mr. Craddock is therefore unable entirely to agree with the Director that to insist upon having low-caste boys educated in ordinary schools will cause indefinite delay in the spread of education among such boys; and his suggestion that special low-caste schools should be established is appropriate only to the larger towns, where such schools can be made efficient, and the communities concerned are themselves anxious to support them.

4. The statement in paragraph 24 of the Report, that at the end of the quinquennium the total expenditure in British territory (in which the Director obviously includes Berar) is double what it was at the beginning, is doubtless correct as it stands; but it requires qualification. With the increase of expenditure there has been an increase of territory, and the total expenditure during the last year of the period under report includes expenditure in Berar, while the corresponding figure for the previous quinquennium represents only expenditure in the Central Provinces. As has been explained above the Provincial totals for the two periods cannot be compared; but there has, approximately, been an increase of 32 per cent in expenditure in the Central Provinces and of 20 per cent in Berar. The increased cost of the inspecting staff and the improvement of the salaries of teachers account in a great measure for the rise in expenditure Much remains to be done in the direction of providing new schools and in improving the existing staff: these matters are dealt with further on.

5. During the quinquennium the strength of the superior inspecting staff has been more than doubled. The increase includes an additional Inspector for a fifth Circle in the Central Provinces, an Inspectress of Schools and an Inspector of European Schools, the last named appointment being shared with the Bombay Government. The number of Depury Inspectors has increased and, in the last year of the period under review, two Assistant Inspectresses were appointed. The Director points out that the increase, both in the superior and subordinate staff, has been less than proportionate to the increase of work and responsibility. This matter will be dealt with in considering the Director's report upon the general question of the improvement of secondary education. The policy of the Government of India of substituting more efficient inspection for examination has been kept in view for some years. The Director inclines to the view that there should be examinations to conclude the Vernacular course and the Middle English course respectively; and he urges that without examination boys are not so well prepared to pass from grade to grade. The Chief Commissioner thinks that it would be premature at present to come to any definite conclusion on this subject, and he would prefer that the system should be

given a further trial. Meanwhile its working should be carefully observed by the Director and the Circle Inspectors, and every effort should be made to avoid the danger, referred to in paragraph 2 of the Resolution on the Report for 1904-05, of the inspection tests being allowed to degenerate into a mere cursory oral examination.

6. With regard to controlling agencies outside the Department, the Chief Commissioner notes with satisfaction the assistance given by Deputy Commissioners and officers subordinate to them. With but few exceptions District Councils are always ready to devote to education as much as the funds at their disposal allow. This is generally the case with Municipalities also, and in fact in some cases Municipal Committees have been prone to starve expenditure on roads and sanitation in favour of their schools. When the fault is on the other side Commissioners and Deputy Commissioners will bring it to notice. The Chief Commissioner is glad to notice the public spirit displayed by individual townspeople in making contributions. Local opinion varies as to the value of School Committees, but the Director is probably near the mark when he says that the interest taken by them is proportionate to the encouragement given them by the departmental officers; and it rests with District officers and Local Bodies to stimulate and maintain that interest. The Chief Commissioner acknowledges with great pleasure the services in the cause of education rendered by the various Missions and Anjumans mentioned by the Director in paragraph 41 of the Report.

7. There are still only three Art Colleges in the Province, the Government College at Jubbulpore, and the Morris and Hislop Colleges at Nagpur which are private institutions aided by Government. Law classes are attached to the Jubbulpore and Morris Colleges, and Science classes have been established at the Victoria Technical Institute at Nagpur. The latter are at present confined to the teaching of students from the two aided Colleges, but it is anticipated that they will eventually develop into a first grade Science College. An important feature in connection with collegiate education generally is the affiliation of colleges with the Allahabad University. Doubtless this step was unpopular and tended at the outset to hinder the progress of University education in the Province; but as time goes on the change of associations will cease to be felt and will prove to have been a step in the right direction. The Chief Commissioner sees no reason to fear that the distance of Allahabad will prevent regular attendance on the part of Fellows representing the Province once the right men have been found.

It is disappointing to find that there has been practically no increase in the number of students at the colleges in spite of the greater prosperity of the Province and the addition of Berar. This is attributed chiefly to plague, to the old system of fees, and to the fact that the colleges teach only as far as the B. A. and B. Sc. standard. Much has been done to improve the Jubbulpore College, both in regard to buildings and *personnel*; but the Chief Commissioner agrees with the Director that more remains to be done. A scheme for the enlargement of the college on a more suitable site is now under consideration, and the Chief Commissioner will be glad to consider suggestions for the improvement of the staff. During the quinquennium the Morris College has been put on a much more satisfactory footing, the Government of India having sanctioned the proposals made by the Administration for rendering the college more capable of meeting the demand for higher education. The college is now liberally aided by Government grants; the pay of the native staff has been improved; and an officer of the Indian Educational Service, who has been lent to the College Council, has been appointed Principal. The scheme included the appointment of a second European Professor, who arrived after the close of the period under report. It only remains to remove the college from its present site which is most unsuitable for an educational institution. This matter is receiving attention and it is hoped that before long the college will be well equipped in the matter of buildings, including a suitable hostel. The Hislop College, which is managed by the United Free Church Mission, continues to do excellent work. The retirement of the Reverend D. Whitton, who had been Principal for many years, was a great loss both to the college and to the cause of education generally. It is noteworthy

that the Government College at Jubbulpore secured better results in examinations than either of the two aided colleges in Nagpur. The Chief Commissioner is glad to notice the efforts made in all three colleges to foster games and athletics: these are useful adjuncts to the education of the students and they contribute in no small degree to the creation of some form of corporate life among them.

8. The Government of India recently asked for a review of the whole question of secondary education and the Chief Commissioner hopes shortly to submit a report on the subject. It is therefore unnecessary here to enter into any discussion of details: it will be sufficient to refer briefly to the principal points mentioned in the report with regard to the progress made during the period under review and to the needs of the future. The development of secondary education is a prominent feature of the quinquennium. Owing to the changes in territory and to the difference in the classification of schools which prevailed in Berar, no useful comparison of figures can be made; but it is established beyond doubt that secondary education, especially in English, has spread considerably and that the demand for it has increased and is still growing. The provision of buildings has not kept pace with the number of scholars, with the result that many schools are overcrowded. During the quinquennium the staff in Government schools has been graded and pay and prospects have been improved; but the inducements offered are not yet sufficient to attract the best men, and a better class of teachers is badly needed. In the case of schools under local bodies there is even more difficulty in securing suitable teachers owing to the inadequacy of the pay and to the fact that there is no prospect of a pension. The Director observes that the aim of the curriculum is exclusively the University Entrance Examination and that the attempts to introduce a modern side to secondary education have not met with success. The Chief Commissioner thinks that the introduction of the proposed Departmental School Final Examination will eventually solve the difficulty. In 1903 proposals to this end were submitted to the Government of India, who have recently ordered a reconsideration of the whole subject in view of the changes made by the Allahabad University in their Entrance Examination; and Mr. Craddock hopes shortly to submit fresh proposals for a School Final Examination on lines that will enable boys, at the end of their High School course, either to go on to the University or to appear for an examination which shall qualify them for Government service or for a commercial career. The weak spot in the curriculum at present appears to be English, which the Director considers to be one of the worst taught subjects. This is ascribed partly to a faulty system of teaching, though latterly some improvement has been noticed from the introduction of a conversational method of instruction; but it is in the main due to the want of fully qualified teachers and is thus bound up with the improvement of secondary education generally. There can be no question that the demand for English education is increasing, though plague may have caused a temporary fall, or unwholesome political agitation may incline some parents to keep their sons at home. With the spread of inoculation plague should cease to be the obstacle that it was, and it is hoped that the effects of this agitation are beginning to pass away. The work of providing hostels is going forward, and buildings of this kind offer the very best form possible for the exercise of private munificence. While progress has been made in the required directions during the last quinquennium, educational institutions, both Schools and Colleges, are in a transition stage. Higher standards have been set up than it is possible to realise without large expenditure of funds, or in a limited time, and what is needed is a definite decision as to the goal aimed at and the method to be followed, so that a definite advance can be made year by year, in place of merely sporadic activity. The place which the Government and private effort should take respectively in making that advance requires consideration and settlement. In some instances too much is left to private endeavour, while in others it may be unnecessarily relieved of a burden which it can, and is quite willing to, bear. The Director will be separately addressed on this subject.

Opinions differ as to the popularity of vernacular middle schools, which, as the Government of India recently pointed out, are strictly not secondary schools at all. The demand for such schools seems to vary in different localities: in some

places if anything more than primary education is wanted English classes are asked for; in others the people are content with a vernacular middle course. The comparative place and importance in the educational scheme to be assigned to Vernacular Middle classes and English classes in Anglo-Vernacular Middle schools respectively is a matter on which the Chief Commissioner is not prepared to pronounce at present; but it seems quite clear that these classes should rank as an extension of primary, rather than an introduction to secondary, education. As at present advised he is certainly opposed to their abolition, or even discouragement.

9. Throughout the period under review there has been a steady rise in the number of primary schools, which now make up nearly nine-tenths of the total number of schools. The number of pupils has increased in greater proportion than the number of schools; and, what is even more satisfactory, there has been a great improvement in the average daily attendance. Notwithstanding the progress which has been made, the proportion of villagers who can read and write is still very small. The ideal of a school within reach of every village must continue to be a distant one. Even if funds were available for so large an extension teachers would not be forthcoming. It is suggested that the difficulty might be met by spreading a primitive type of village school in which the boys would be gathered together in some convenient shelter, and the teacher would be a man contented with a mere pittance. The Chief Commissioner can only repeat the opinion which he has already advanced to the Government of India in connection with the subject of primary education, that the time for this primitive type of school has passed by. If in spite of improved teaching and an improved type of primary school it remains a common complaint that a large number of the pupils lapse into virtual illiteracy, it is most unlikely that better results can be attained from inferior institutions of the kind suggested.

The same objection would not however apply to the proposal made by the Commissioner, Jubbulpore, for the establishment of "feeder classes" in the villages adjacent to the central school village. The difficulty of sending small children two or three miles daily deters many parents, and the establishment of subsidiary lower primary classes in the feeder villages would meet this difficulty to a great extent. As the children grow older they would be able to attend the parent school. The suggestion might be commended to local bodies.

The Director is of opinion that the curriculum in primary schools is still capable of much improvement. The Chief Commissioner is prepared to consider his proposals for its amendment; but in his experience many of the shortcomings of primary education are due to mechanical teaching. He has often found that the boys who could do elaborate sums set out on the black-board were quite unable to apply their knowledge to ordinary calculations of every-day life, while others who knew their Readers almost by heart, could not write an intelligible letter on any subject of rural life. The contrast between schools where the teaching was intelligent and schools where it was dull and mechanical was so marked as to make it evident that the success of primary education depends more on the teacher than on the curriculum.

10. The most important factor in the scheme of education is the training of teachers; and it is in regard to this that results cannot be said to be at all satisfactory. The whole question is discussed in detail by the Director in Chapter VII. The only institution in these Provinces which trains secondary teachers is the Training Institution at Jubbulpore; and the fact that in 18 years less than three trained teachers were provided for each school further emphasises the necessity for improving the prospects of the teaching service. A scheme for the improvement of the Training Institution with a view to bringing it into line with the declared policy of the Government of India and raising it to the status of a College is now under consideration. Primary teachers are trained at the normal schools, of which there are four for males, each having a fully equipped practising school. The difficulty in the case of primary teachers is not so much the want of candidates as the poor material sent up: the result is that much of the time spent in the normal schools is devoted to general instruction to the detriment of training in teaching. This is due to the fact that

the standard for entrance into the normal schools is too low; and the Director has suggested, in a separate review of educational policy which is now under the Chief Commissioner's consideration, that no student should be admitted to a normal school till he has passed the 6th standard. The fact that more than half the vernacular teachers are unqualified and that the normal schools can at present meet only one-fifth of the annual demand for trained teachers clearly points to the necessity of an increase in the number of such schools, as well as to the expediency of co-ordinating the higher classes of vernacular middle schools with the system of instruction of village schoolmasters.

11. A marked feature of the period under review has been the increased attention given to technical education and to the development of industries. The principal institutions in the Province are the Technical Institute at Nagpur, the Industrial School at Amraoti and the Engineering School at Jubbulpore. The first-named institution was erected as a memorial to Her late Majesty the Queen-Empress and possesses well-equipped laboratories where science is taught by a Professor in the Indian Educational Service. A similar institute is approaching completion at Amraoti: this will absorb the present Industrial School, where carpentry, smithy, and tailoring are taught. The Jubbulpore Engineering School has been considerably improved, and the standard of entrance has been raised and the curriculum revised: the question of affiliating this institution with the Sibpur College, in order that Central Provinces students may proceed to the latter for a course of mining, is under consideration. It is disappointing that an attempt to rouse popular interest in the establishment of a school of handicrafts in Nagpur has failed; but the Chief Commissioner has recently decided that Government shall take up the matter and erect and maintain the school. At present the facilities in the Province for what may be called higher technical education are few; but scholarships at institutions outside the Province are given to carefully selected students. During the quinquennium, two students were selected for the Government of India technical scholarships in England, one to study the textile industry and the other mining. Some of the lesser handicrafts are taught with great success by the various missions, and the boys in the Reformatory School at Jubbulpore are instructed in trades which will be useful to them in after life. The whole question of the development of industries has been recently taken up by the Administration, and an experienced officer has now been placed on special duty to conduct an industrial survey during the ensuing cold weather.

With regard to special education the progress of the Agricultural School at Nagpur has been far from encouraging; but the institution has been converted into a college with a European Principal and Agricultural Chemist, its management having been transferred to the Agricultural Department, and with better prospects before the students the Chief Commissioner learns that the applications for admission are in excess of its capacity. The fact that the results of the law classes at the Jubbulpore College and the Morris College at Nagpur are not altogether satisfactory is partly attributed to the impression which obtains that United Provinces students have more chances of success at the Allahabad Examinations; but, in this case also, the numbers have begun to increase. The difficulty experienced in securing candidates for medical scholarships is chiefly due to the poor prospects of the Subordinate Medical Department; but proposals for improving the pay of Hospital Assistants have already been submitted to the Government of India.

12. The great increase in the number of girls' schools is doubtless due to the amalgamation of Berar with the Central Provinces, and the provincial figures cannot be taken as an exact indication of the progress made during the period under report; but at the same time there has been a marked advance in female education in the last two years. The appointment of a female inspecting staff is already having its effect in gaining the confidence of the mothers of girls and enlisting their sympathies on the side of female education. The management of girls' schools, for which local bodies and aided societies were formerly responsible, has changed hands, and nearly three-fourths of the schools are now under the control of the department. It is satisfactory that

there has been a great improvement in the status and in the pay and prospects of the staff; but, as in the case of boys' schools, there is still a great dearth of really efficient teachers, though considerable progress in the training of female teachers, principally due to the efforts of mission societies, has been made. The Jubbulpore Normal School has been very successful under the able management of Miss Ross, who retired last year. The only other institution of the kind is the Amraoti Normal School which, so far, has not been a success, but steps are being taken to make the school more widely known. The Chief Commissioner cannot accept the Director's suggestion that the remedy for the want of efficient teachers is the appointment of more Assistant Inspectresses. An increase in the inspecting staff may or may not be necessary; but the question of improving the quality and the supply of trained teachers is one which must be dealt with on its own merits.

13. There is little to record with regard to European education. There has been a slight increase in the number of teachers during the period under report, but the number of schools and pupils is practically the same as it was five years ago. The factors which have hindered progress are want of funds, and the need of qualified teachers. Most of the schools are compelled to rely a great deal on help from Government, and, sooner or later, the question of provincialising the schools, or at any rate some of them, will probably have to be considered. Nearly 70 per cent of the staff are untrained, and at present there are no facilities in the Province for the training of teachers. It is hoped that the new training school at Sanawar will to some extent improve the present state of affairs; but till the general scale of salaries is raised, the Chief Commissioner fears that little can be expected. It is remarkable how few Europeans or Eurasians proceed to a University degree: only five students have graduated during the last five years. During the quinquennium the new Code for European Schools has been introduced, and the grants have been revised.

14. The education of Muhammadans is advancing slowly. Owing to the importance which the community attach to religious education and to the consequent necessity of separate schools, progress cannot be rapid. The advance has been greater in Berar than in the Central Provinces, a result which is attributed to the work of Mr. Nizam-ud-din Ahmad, Hindustani Deputy Inspector, but has also been facilitated by the fact that the Muhammadan community in Berar is more numerous and less scattered than in the Central Provinces. Since the close of the period under report the raising of the Anjuman School at Nagpur to the status of a High School has been sanctioned, and the question of a Muhammadan High School for Berar is under consideration.

15. Though little can be inferred from the figures, owing to the transfer of States from the Central Provinces to Bengal and *vice versâ*, the progress of education in the Feudatory States has been satisfactory, particularly in Raigarh. There has been an increase of expenditure in the provision of new schools and in improvements in the salaries of teachers. During the quinquennium considerable improvement has been effected in the Rajkumar College under Mr. Oswell, the Principal. The staff has been strengthened and the teaching placed on a more practical basis: the question of the curriculum is still under consideration. It is noteworthy that religion is one of the subjects taught at the college, the basis of instruction being a manual prepared by the Raja of Bamra and approved by the other Chiefs. The good behaviour of the boys is attributed partly to this religious instruction, and partly to the interest taken by the masters in the pursuits of the boys out of school.

16. On the whole the conduct of pupils in colleges and schools has been good. There have been a few outbreaks of disorder, which were due to political influences; but the Chief Commissioner hopes, with the Director, that this is only a passing phase in the history of the educational institutions of the Province, and that there will soon be a reversion to a happier state of affairs. The personal influence of masters is not what it should be, and it cannot gain strength until the masters realise that their interest in the boys should extend beyond the mere teaching in class. Be the influence of teachers what it may, that of the

parents is even more important; and it is disappointing to find that they take such little interest in the conduct of the boys at school. The Chief Commissioner commends to the notice of Government officials the Director's suggestion that candidates for employment should be asked to produce their school monthly conduct reports: this would tend to stimulate the interest of the parents in the conduct of their boys at school. Mr. Craddock is entirely at one with the Director in his opinion as to the difficulty of teaching morality and discipline without a definite religious foundation; but the question is a very complicated one, and all that can be done is to endeavour to build up the character of the boys with the best of the available material. It is satisfactory that more attention has been paid to the physical training of school boys, but it is disappointing to learn that boys do not keep up their interest in gymnastics when they proceed from school to college. The main difficulty in the way of a more extensive resort to English games, the educative effect of which is by no means inconsiderable, is lack of funds and suitable play-grounds. The Chief Commissioner is glad to notice the interest taken in District and Circle conferences for the discussion of matters affecting education. It is evident from the remarks in Chapter XVI of the report that the Text Book Committees, as at present constituted, do not fulfil the object desired, and the Director should take up the question without delay and submit definite proposals either for placing the Committees on a more satisfactory footing or for substituting some other agency.

17. On the whole there has been substantial progress during the quinquennium, and the way has been prepared for further large improvements. The Chief Commissioner's thanks are due to the Director for the efforts made by him, and for the report now under review. Now that Mr. Hill has had time to acquaint himself with the local circumstances of the Central Provinces and Berar he has been able to put forward several large schemes of reforms and improvements with more definiteness of detail and with more co-ordination than has hitherto been possible. The department generally is deserving of credit, and Mr. Craddock desires to mention specially the services of Mr. Candy, Inspector of Schools, Berar Circle (now acting as Director), and Mr. Spence, the Superintendent of the Training School, Jubbulpore. He also has much pleasure in acknowledging the services rendered to education by the officers and non-officials specially mentioned by the Director.

ORDER.—Ordered, that a copy of this Resolution be submitted to the Government of India, Home Department; also that a copy be forwarded to the Director of Public Instruction, Central Provinces, for information and guidance, and that it be published in the *Central Provinces Gazette*.

T. C. PLOWDEN, MAJOR, I. A.,

Third Secretary to the Chief Commissioner,

Central Provinces.

Sectt. Press, Nagpur:—No. 2285, Civil Sectt.—21-1-08—400.

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No. 4829.

FROM

S. CHARLES HILL, ESQ.,
DIRECTOR OF PUBLIC INSTRUCTION,
Central Provinces,

TO

THE SECRETARY TO THE H'ONBLE THE CHIEF COMMISSIONER
IN THE EDUCATION AND MEDICAL DEPARTMENT,
Central Provinces.

Nagpur, the 28th August 1907.

SIR,

I have the honour to submit my report on the state and progress of Education in the Central Provinces and Berar, for the quinquennium ending 1906-07.

CHAPTER I.—PRELIMINARY.

1. In accordance with the suggestion made in paragraph 2 of Mr. Risley's letter No. 457, dated the 25th June 1906, Mr. R. M. Beadon, Inspector of Schools, Nagpur Circle, was placed on special duty to compile the information collected, and to draft the Quinquennial Report upon lines previously settled in consultation with myself. The following officers were asked to deal specially with particular subjects in their reports:—Mr. Williamson, Secondary Education, and Moral and Physical Training, and Hostels; Mr. Mitchell, Vernacular Education and the Primary School Curriculum; Mr. Spence, the Training of Teachers, and Text Books; Miss Haes, Female Education; Mr. Candy, the System of Education in Berar; Mr. Covernton, European Education. I am very much obliged to these officers for the way in which they have done their work. Very free use has been made of the special reports, though lengthy quotations have been avoided.

2. In preparing the Report attention has been paid to Government of India letters Nos. 987—1013, dated the 25th February 1901, No. 2745, dated the 26th March 1901, and No. 457, dated the 25th June 1906, which contain general or special rules for the preparation of reports. Notice has also been taken of the Resolutions of the Simla Educational Conference of 1901 and the Resolution on Education published in 1904 under the title of "Indian Educational Policy."

3. In previous years, the Annual Reports were almost entirely limited to a record of progress in the year concerned, but in this Report an effort has been made to show the state of education in the Central Provinces and Berar as it was in 1901-02, and the changes which have been effected during the quinquennium, and also to point out what remains to be done in order to meet present requirements. There are doubtless many defects in our system that ought, perhaps, to have been dealt with long ago; but, coming from a Province working under a different system, I have thought it proper to try to get full information, and moreover some sort of consensus of opinion, official and non-official, before recommending any radical changes.

4. The arrangement of the Chapters follows exactly (with the exception of Chapters XIII and XIV) that of Mr. Nash's Quinquennial Report on Education in India, 1887—92. The Chapters, found in previous reports, on "Museums and Literary Societies" and on "Societies and Individuals" are dealt with in separate reports, and have therefore been omitted.

5. In accordance with the instructions of the Government of India, tables of statistics have been rigidly excluded from the body of the report, with the one exception of the summarising table in Chapter II. The table for the preparation of maps called for by the Government of India (Home Department letter No. 7, Education—191, dated the 28th March 1895), and the information asked for in the Circular (Q. R. No. 5, July 1903) from the Director-General of Education have been placed in the Appendix. For the purposes of the former table, instead of employing the figures of the 1901 census, the present population of the different divisions (excluding Berar and Chhattisgarh) has been "estimated from a comparison of the results of the four censuses held in the last 30 years," as suggested in the Government of India letter No. 2745, dated the 26th March 1901. In the case of Berar, census returns are not available; and in the case of Chhattisgarh, owing to the cession of territory, an exact estimate could not be made. Hence the census figures of 1901 have been retained in these two Divisions.

6. Besides these two tables, in accordance with the suggestion made in the Government of India letter quoted in the last paragraph, a selection of the more instructive tables used in the preparation of the report has been added as a separate appendix for the information of the Local Administration. These are not

required by the Government of India, but they give information which may be useful later on to the Department.

CHAPTER II.—GENERAL SUMMARY.

7. *Administration.*—The progress of the Provinces in the various branches of Education is shown fully in Chapters III—XVI. It may be summarized as follows.

8. In the year 1903-04 the Province of Berar was permanently leased by the Government of India and attached to the Central Provinces. Subsequently the six Districts of this Province were reduced to four. On the other side of the Central Provinces, the District of Sambalpur has been made over to Bengal, and the remaining two Districts of Chhattisgarh Division formed into three. Five of the Native States have been given to Bengal and five others received in return. These changes have made it very difficult to compile trustworthy statistics. The addition of Berar has brought a heavy increase to the work of the Department, for the Berar system was based upon that of Bombay, and hence it became necessary either to impose the Central Provinces system and code upon an unwilling population or else to modify it. The policy pursued has been to leave the Berar system untouched where it differed radically, but in other points to effect a compromise which would allow of uniformity.

9. The staff of the Department has increased very materially during the quinquennium. The Inspectorate has risen in numbers from 3 to 7, the latter number including the new appointments of an Inspectress of Girls' Schools and an Inspector of European Schools. A new Inspector's Circle, and five new Deputy Inspectors' Ranges, have been formed, and practically the whole of the schools of the Province are now under inspection. In spite of these additions to the Inspecting Staff, the work of individual officers has increased, owing partly to the spread of Education, and partly to the delegation to them of increased powers by the Director and by local bodies, the result being that even now the Department is under-manned in respect to inspection.

10. Other important administrative changes are the abolition of the result grant in favour of the fixed-grant system, the absorption of a large number of Indigenous Schools by the local authorities, and the provincialisation of all Girls' Schools. The fee-system has recently been altered; the old sliding scale, which caused much dissatisfaction, being abolished and a uniform system introduced, fixing a single rate of fee for each grade of school. This, while not deterring the richer classes from sending their boys to school, causes the majority to think twice before passing their boys from one grade to another. At the same time the poorer classes are encouraged by exemption from fees, up to a certain proportion, and by the extension of the scholarship system, whilst College scholarships and Agricultural stipends have been instituted and Technical, Arts and Training School Scholarships have been increased in number, or value, or both. Scholarships in Girls' Schools have been revised; and new scholarships have been recently instituted for Muhammadans in Berar, and for boys in Municipal Primary Schools.

11. *Collegiate Education.*—During the quinquennium effect has been given to the recommendations of the University Commission. The Schools and Colleges of the Central Provinces and Berar have all been affiliated to Allahabad—a not very popular rupture of old associations. College buildings, libraries, and equipment have all been improved, partly from Provincial funds and partly from Imperial. A separate institution for the higher teaching of Science has been established in Nagpur itself, and the staff of teachers has been strengthened in numbers and by the addition of two European officers in the Indian Educational Service. The attendance of students at lectures has improved in regularity, but for various reasons there has been no material increase in numbers. Expenditure has nearly doubled, special efforts having been made to place the Aided Hislop and Morris Colleges on a better footing. At the same time fees have fallen both in rate and actual amount, a decided boon to poor parents in these days of rapidly increasing prices. Taking everything into consideration, examination results have been fair, but when one considers the small total number of graduates produced by the Provinces, it is evident that we are not in a position as yet to supply the higher services and professions from our own resources. Possibly the most urgent present want is better buildings and accommodation for the Colleges themselves and for the attached hostels. It is hoped that the coming quinquennium will make this a want of the past.

12. *Secondary Education.*—Secondary Education, both English and Vernacular, has spread considerably, the former more rapidly than the latter,

and the demand for it still increases. The former policy of the Government of India, *viz.*, that Government should withdraw from the management of Secondary Schools, having been carried too far, a check has been placed on that tendency. Certain Municipal Schools have been again taken over by the Department, and more will follow, so that ultimately only Primary Education will be left to the management of local bodies. Several fine new buildings have been erected, both from local and private funds, but many schools, owing to natural expansion, are seriously overcrowded. The question of improving the staff in Board Anglo-Vernacular Schools is now under consideration, the poor pay and absence of pension having produced a very unsatisfactory state of affairs. All teachers in Government High and Anglo-Vernacular and Normal Schools have been graded, but so far it has been found impossible to amalgamate the graded services of the Central Provinces and Berar. The most important changes in curriculum have been due to the abolition of the old public Middle School Examination and the institution of the examination for High School Scholarships, the lengthening of the High School course from 2 to 3 years, the adoption of the Allahabad Entrance Examination and the establishment of the School Final as an alternative to the Entrance Examination. Neither the High School Scholarship nor the School Final Examination have proved at all popular, and the latter is now to be abolished. The improvement of teaching depends largely upon our getting better masters. But progress has been made in various directions, and methods seem to be improving. Expenditure upon Secondary Education has nearly doubled, Provincial expenditure showing the most marked increase. Practically all Anglo-Vernacular Schools are at least aided by Provincial funds. A special grant for school libraries in 1905 was very welcome, and caused the number of boys who read for their own pleasure to increase. One of the subjects now calling for attention and pecuniary assistance is the provision of hostels. Vernacular Middle Schools have not made the progress that might have been expected. They give the highest vernacular education procurable, but have been very inadequately financed. Where there is a demand for such education it is to be encouraged ; but in many parts, especially in Berar, it appears certain that English education will ultimately take its place.

13. *Primary Education.*—The period under report has been characterised by the introduction of the Rural Curriculum (with its more practical subjects) which was drawn up just before the beginning of the quinquennium and by the inculcation of more practical methods of teaching. There has been a marked and universal progress shown in the number of pupils receiving Primary Education, and attendance is also beginning to improve. To make Primary Education anything like universal, the rate of progress must be maintained or even increased, there being at present only one-fifth of the required number of schools. One of the main difficulties lies in the supply of competent teachers, which has always been very defective. A great deal has been done towards the improvement of their status, and the problem of their training is now engaging attention. The great body of Primary Schools are under the District Councils, and their scanty funds have been liberally aided by grants from Imperial revenues. The expenditure on this branch of education has doubled during the quinquennium, salaries and buildings being the heaviest items. The supply of buildings has been well attended to by District Councils in the Central Provinces (whose general management has been good); but in Berar the matter has been much neglected. The Lower Primary Examination was abolished in the first year of the quinquennium, leaving only the one informal examination at the end of the Primary course.

14. *Training of Teachers.*—The training of Secondary teachers has been successfully (if slowly) carried out at the institution in Jubbulpore by Mr. Spence. The period of training has been fixed at two years, the Practising School has been provided with a full staff and turned into a High School with 7 complete standards. The building has been improved and extended. The poor pay and prospects in the teaching profession cause a dearth of candidates, but nevertheless this branch of training is in a better way than that of Primary teachers. Here the supply has never been able to equal or even to approach the demand. The number of Normal Schools remains the same, but stipends have been increased, and Training Classes instituted in Vernacular Middle Schools. The Normal Schools have been much improved and have done good work. Practising Schools have been strengthened, and the standard of qualifications raised by the abolition of the third-grade certificate. But a wide extension of training is still required, for which proposals are made in Chapter VII.

15. *Technical Education.*—Much importance has been attached to this subject by the Government of India, and due attention has been paid to it during the quinquennium. The number of Technical Scholarships has been raised and their value increased. The Engineering School, Jubbulpore, has been improved in many respects and is so popular that it requires enlargement. The Technical Institute at Nagpur has been completed and excellent Science Laboratories equipped. There seems no general desire for Industrial Education, and an endeavour to establish a School of Handicrafts has received no popular support. Most of the teaching of the lesser handicrafts rests with a few Mission Societies. Agricultural training has received much attention lately and the management of the College (formerly only a school) has been made over to the Agricultural Department.

16. *Female Education.*—The returns show a very rapid increase in the number of girls at school, and what is perhaps even more important, a great improvement in attendance. During the quinquennium Girls' Schools have been provincialized and now nearly 70 per cent of them are Departmental, Secondary Girls' Schools still belonging almost entirely to the various Missions, but the distribution of scholarships in Government Schools has been reorganised so as to encourage girls to continue at school after the 4th Standard, and so prepare themselves for teachers. Primary Education appears to have been much stimulated by the appointment of an Inspectress, and her assistants are already reported to have done much to establish a connection with the mothers of the pupils. This is the only way in which we can hope both to ascertain the real wishes of the people and to influence them along right lines. A special curriculum has been drawn up for Girls' Schools and a half-time course instituted for girls whose school period is limited. Hygiene and Physiology, songs and games, have been introduced, and Infant Classes established. One of the greatest wants being that of accommodation, the major part of the special grant made by the Government of India was devoted to buildings. The improved status and salaries of the teachers is reported to have had a great effect in improving the character of their work and also in encouraging women to continue their education further. The supply of teachers is however still inadequate, especially in the Marathi Districts, where old men have largely to be employed. This will take some time to remedy and Miss Haes proposes to initiate a system of aided schools under much closer inspection than is possible at present.

17. *European Education.*—European schools have increased slightly in number and the new code makes provisions for all Europeans to receive education. All have been placed under the charge of an Inspector whose services we share with Bombay. Grants have been reassessed and increased, but the dearth of European qualified teachers throughout India is so great that even with the increased grants we cannot obtain fully qualified staffs. The desire for higher education seems not to be very great, but scholarships have been increased in number and value with the hope of keeping boys longer at school. In general the effect of circumstances during this quinquennium has been to make these schools more and more dependent upon Government for the means of existence.

18. *Muhammadan Education.*—Muhammadan education showed little or no progress in the Central Provinces until 1905, when the numbers began to increase. This community being so small and so scattered, it has been very difficult to provide them with separate schools, and their Primary Education thereby suffering, very few have been able to proceed to the Secondary and Higher stages. The general poverty of Muhammadans is another serious obstacle, as well as the question of religious teaching in schools. In Berar where Muhammadans are proportionately three times as numerous, much more progress has been possible. There is in Berar a special Deputy Inspector for Urdu Schools, and a regular distribution of these schools throughout the Circle, also some provision for training and for Anglo-Urdu education. Two more Muhammadan High Schools are urgently wanted, in Nagpur and Berar.

19. *Feudatory States.*—Territorial changes among these States prevent any trustworthy comparison of statistics. But in all the 10 States which are reported upon good progress has been made, especially in Raigarh. The status of teachers has been improved during the quinquennium and all the States, except four of the new ones, are under proper inspection. The Rajkumar College at Raipur for Native Chiefs has been doing good work. The question of the curriculum to be followed is at present under consideration.

20. *General Statistics.*—The following table shows the number of institutions and scholars for each year of the quinquennium and for the two previous quinquennial years:—

Statement showing the number of institutions and the number of pupils under instruction in each year of the period under review.

Class of institution.	1896-97.		1901-02.		1902-03.		1903-04.		1904-05.		1905-06.		1906-07.		Percentage of increase or decrease in 1901-02 compared with 1906-07.	
	Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils.
Colleges { Arts ...	3	291	3	282	3	284	3	277	3	300	3	325	3	274	...	- 2·8
Colleges { Professional.	2	21	2	37	2	43	2	53	2	45	2	41	3	47	+50	+ 27
Secondary Schools. { Boys ...	212	23,716	205	9,304	202	9,249	385	35,981	368	40,576	359	41,533	361	42,005	+76·1	+351·4
Secondary Schools. { Girls ...	15	718	20	310	22	378	34	2,051	36	2,341	31	1,963	34	2,034	+65	+540·9
Primary Schools. { Boys ...	1,880	103,136	1,853	109,660	1,867	122,413	2,627	150,212	2,618	155,985	2,456	154,716	2,438	160,318	+31·1	+ 46·1
Primary Schools. { Girls ...	143	6,423	155	7,692	151	8,086	183	9,025	193	9,434	220	10,447	247	11,822	+59·3	+ 53·6
Special Schools ...	9	363	12	666	13	614	19	959	18	930	17	723	17	734	+41·6	+ 10·2
Total ...	2,264	134,668	2,250	127,951	2,260	141,067	3,253	198,558	3,238	209,611	3,088	209,748	3,103	217,234	+37·8	+ 69·7
B.—Private institutions.																
Advanced ...	...	...	...	...	...	...	5	57	2	19	1	11	6	96	...	...
Other schools not conforming to Departmental Standard. { Boys ...	...	...	...	...	...	...	1	23	1	24	...	...	2	159	...	...
Other schools not conforming to Departmental Standard. { Girls ...	...	..	...	...	...	...	2	44	1	24	1	101	1	84	...	...
Total ...	...	...	...	...	...	...	8	124	4	67	2	112	9	339	...	...
GRAND TOTAL ...	2,264	134,668	2 250	127,951	2,260	141,067	3,261	198,682	3,242	209,678	3,090	209,860	3,112	217,573	38·2	+70
C.—Institutions in Feudatory States.																
Secondary Schools. { Boys ...	21	1,782	31	643	31	670	30	2,659	28	2,921	17	2,115	17	2,179	-45·1	+238.8
Secondary Schools. { Girls ...	...	...	...	...	...	...	...	...	1	2	...	...	...	...	...	...
Primary Schools. { Boys ...	229	12,594	270	13,671	283	16,034	281	17,904	299	21,462	168	12,211	207	17,029	-23·3	+ 24·5
Primary Schools. { Girls ...	10	463	12	455	13	561	13	686	13	796	9	531	10	658	-16·6	+ 44·6
Total ...	260	14,839	313	14,769	327	17,265	324	21,249	341	25,181	194	14,857	234	19,866	-25·2	+ 34·5
GRAND TOTAL ...	2,524	149,507	2,563	142,720	2,587	158,332	3,585	219,931	3,583	234,859	3,284	224,717	3,346	237,439	30·5	+ 66·3

21. For the purposes of this comparison the new totals of population which have been estimated as mentioned in paragraph 5 have been employed. Hence the advance which is shown is real and not imaginary. The percentage of children of school-going age attending school in 1901-02 and 1906-07 respectively in British territory appears as follows :—

Proportion of scholars to children of school-going age.

	1901-02.	1906-07.
Boys	16·1	22·2
Girls	1·3	1·9
Total ...	8·6	11·9

In Native States the percentage has risen still faster, that of boys from 9 to 20·2, and of girls from 0·7 to 2·1, total 4·9 to 11. Natural expansion of education, due partly to the spread of knowledge among the people, and partly to the increased efforts of the authorities, accounts for these very satisfactory figures. It is perhaps natural that those districts which have been most backward, and are now rapidly progressing, should show the greatest advance, firstly Balaghat, then Chhindwara, Chanda, Mandla and Bilaspur. There is only one district in the Province which has not increased its number of school children in proportion to its population, *viz.*, Nagpur, which has been seriously affected by plague.

22. There is little that is remarkable in these statistics. The total number studying under each stage show a natural increase, not only upon the figure for 1902, but also upon that for 1904, after the addition of Berar. It is noticeable that, while the actual number of English learners has risen, their percentage of the total number of scholars has decreased from 6·6 to 5·9; but at the same time not only the percentage but actual numbers in the Vernacular Middle stage have decreased. For these facts extraneous causes are probably responsible, and it is not possible to say definitely how far the desire for a knowledge of English is harmful to the purely Vernacular Schools. This subject is considered in connection with secondary schools in Chapter V. The vast majority of boys stop at the Primary stage, and after taking to practical work can receive no further general education. The system of continuation schools, or night schools, which prevails in Europe, has never taken root in India. It has been tried in Akola, and failed. Hardly any boys, therefore, who do not pass on to Secondary Schools can ever rise beyond unskilled manual labour.

Scholars according to standard of instruction.

23. The usual table showing the percentage of scholars of different races and creeds to the total number under instruction has always been confessed to be misleading and has therefore been omitted. The education of Europeans and of Muhammadans is treated in separate Chapters : the former is the only head which shows an absolute decrease. Of Hindus about 1 in every 6 or 7 pupils is a Brahman. The only other feature of importance in reference to racial progress is the success which has attended the efforts of Government to extend education to the lowest classes of society. In 1901-02, the number of aborigines and low castes at school (excluding Berar) totalled 10,765; in 1906-07 there were 21,720 or 9 per cent of the total number under instruction. Of these 6,382 were "Gonds and other aborigines" and 15,338 low-caste boys. The difficulties attending the education of the former are largely due to their own backwardness and reluctance, and also to the fact that they live in small and remote villages. The higher class boys have no objection to mixing with them, and their own reluctance to attend school is lessening. With the low-caste Hindus, however, the case is different. They are easy of access, living in towns and large villages, and as a rule are willing enough to avail themselves of the opportunity of education when once its advantages are clearly put before them, though, where children can easily become wage earners, they are apt to avoid school. (It is this which explains the decrease in numbers in places like Akola.) But the main obstacle to the education of low-caste boys in towns is the active resistance of the high-castes, which sometimes yields to strong treatment, but is usually very difficult to overcome. To insist everywhere upon having low castes educated in ordinary schools will cause indefinite delay, for if we wait until the high castes are willing to admit them, we

Scholars according to race and creed.

shall wait for ever. It will be necessary to have special low-caste schools in the towns and large villages, and induce the Municipalities to establish them in the low-caste quarters. It is interesting to note that, in one circle at least, *viz.*, Nagpur, 10 per cent. of the low-castes under instruction have reached the Secondary stage.

Expenditure.

24. The sources of income and the amount and increase of expenditure in the various classes of schools will be dealt with in later Chapters. The total expenditure on education has rapidly increased, the most marked rises being due to the general conversion of Grant-in-aid to Board Schools in 1902-03, the addition of Berar in 1903-04, and the general raising of salaries of Primary teachers in 1904-05. At the end of the quinquennium the total for British territory is more than double what it was at the beginning, The increase is more than proportionate to the increase of schools and scholars, for salaries have risen partly on account of the general rise in the cost of living, and partly because of the demand for greater efficiency. As a rule greater efficiency follows upon and justifies an increase in expenditure, but the demand for extension in the number of Primary Schools is everywhere so great that it will probably be necessary to expend money, not so much in the improvement of our present schools, as in providing a larger number of schools of lower standard with less highly-taught teachers. Besides direct expenditure on schools, the expenditure upon inspection has been doubled during the quinquennium, the increase of staff being discussed in the next Chapter. But the most remarkable feature is the expenditure on buildings and furniture which is more than four times as great as it was in 1901-02. Alterations in fees and scholarships are mentioned elsewhere. The proportions of income received from different sources and the changes which have taken place in these proportions may be shown as follows :—

	1901-02.	1906-07.
	Per cent.	Per cent.
Provincial and Imperial revenues	37·1	38·2
District Funds	25·5	36·1
Municipal Funds	8·2	5·5
Fees	14·0	7·3
Other sources	15·2	12·9
Total ...	100·	100·

The percentage of expenditure from District Funds, which shows the most marked increase and absorbs most of the decrease of the other heads, is misleading, as it includes large Provincial and Imperial grants specially made for educational purposes. This will be treated at length in Chapters V and VI.

The Comptroller's final statements will not be prepared until August, and so it has not been possible to comply with the Government of India's desire that General Table IV (Expenditure) should be compared with the Comptroller's statement No. 22—Education. A comparison with the preliminary statement, however, shows a fairly accurate correspondence, except as regards distribution of expenditure by local bodies.

CHAPTER III.—CONTROLLING AGENCIES.

Director of Public Instruction.

25. The Directorship of Public Instruction has been held during the quinquennium by the following officers :—

Mr. A. Monro, until 27th April 1904.
" C. H. Candy, from 27th April to 18th July 1904.
" S. C. Hill, from 18th July 1904.

26. At the beginning of the quinquennium the Staff consisted of five officers in the Indian Educational and seven officers in the Provincial Service.

At the end of the quinquennium it stood as follows :—

In the Indian Educational Service—

The Director of Public Instruction.

Five Inspectors of Schools—(Messrs. Sells (on Foreign Service) Candy, Williamson, Beadon, Evans).

One Inspectress of Girls' Schools (Miss Haes).

Professor of Physics and Chemistry (Mr. Beckett).

Principal of the Morris College (Mr. Jones).

One Inspector of European Schools (on the cadre of the Indian Educational Service, Bombay).

One Superintendent of the Training Institution, Jubbulpore (Mr. Spence).

In the Provincial Service—

One Inspector of Schools (Mr. Mitchell).

Two Superintendents, Female Normal Schools (Misses Bailey and Levi).

Also 8 Professors of the Government College, Jubbulpore, and the Superintendent, Engineering School.

27. The increase of the Inspectorate from three to seven is a very important feature. But it has not lightened labour as much as might have been expected. In 1902 the average number of schools to each officer was 750; even now, excluding Girls' Schools and European Schools, which, though covering much ground, are few in number, the average number per Circle Inspector is 562. And with this slight decrease in the number of schools has come a considerable increase in powers and responsibilities, so that the establishment of all the Inspectors' offices has had to be strengthened. Moreover, the Department still remains without any relieving officer to fill temporary vacancies. At the present moment proposals are being made for the appointment of Assistant Inspectors. Other officers are also required for branches of Educational work which are increasing or which, though necessary, cannot be taken up at all for want of men; for example, the work of examinations (which at present is always delayed), the supervision of appointments due to the increased provincialization of schools, the preparation and revision of Text Books, and the institution of an Educational Gazette. If Hand-and-eye Training is introduced, its inspection must be undertaken by a Public Works Department officer deputed to the Department. And at present there is no officer to relieve Miss Haes in the management of Girls' Schools.

Subordinate staff. Deputy Inspectors.

28. During the quinquennium we have lost by retirement the following Deputy Inspectors :—Messrs. G. R. Bapat, Kedarnath, Nago Yadao Rao, Syed Ramat Ali, Sheikh Lal Mahommad and Ananta Parashram Khare. Eleven have been appoined, to fill these vacancies and also five new Ranges, which have been formed. One Deputy Inspector, Mr. Ganpat Lal Choube, has been Agency Inspector of the Feudatory States throughout the quinquennium. One, Mr. Sheoram Dadaji, has done good work as Head-master of a Middle School and one is Head Clerk of the Inspectress' office. By the amalgamation of Berar 11 Deputy Inspectors were added to the list. In 1902 there were altogether 26 Deputy Inspectors; on the 31st March 1907 there were 41, thus showing an increase of 15. The status of these officers has also been raised by the abolition of the lowest grade on Rs. 50. Besides Deputy Inspectors, two Assistant Inspectresses of Girls' Schools were appointed in 1906. As in the case of the Circle Inspectors, in spite of the large increase in the number of officers, the increase of work has been more than proportionate and the staff is still inadequate. In Drug, for example, there is only one Deputy Inspector for over 100 schools. And though the annual number of inspections has been reduced, the numbers of schools and administrative work have both increased; and proposals to increase the staff are now under consideration. Each Deputy Inspector averages, roughly speaking, some 200 inspections in a year, and is supposed to see each school in his range at least twice. Besides actual examination work, a great deal of both labour and tact is required in administering the District Council funds, and managing the village schoolmasters and parents.

The following Deputy Inspectors are selected for special recommendation :—

Nagpur Circle.—Mr. Govind Rao Bobde, Wardha.
„ Sheo Prashad Pande, Bhandara.
„ Pandurang Laxman Kolte, Brahmapuri.
Jubbulpore Circle.—Mr. Gopal Permanand, Saugor.
„ Hanuman Prashad, Jubbulpore.
Chhattisgarh Circle.—Syed Sher Ali, Bilaspur Western Range.
Mr. Amrit Lal Sardar Singh, B. A., Bilaspur Eastern Range.
Nerbudda Circle.—Mr. Jayalal Anant Ram, Narsinghpur.
„ Gulab Jago Singh, Chhindwara.
Berar Circle.—Mr. Nizamuddin Ahmad, M. A. Hindustani Schools.
„ Ramchandra Sadasheo Lele, B. A., Amraoti.

Inspection *versus* Examination

29. For some time past it has been supposed that, by an increase in the inspecting staff of the Department, it would be possible "to substitute inspection for examination." There has always been some doubt as to what was meant by this phrase, and hence it is difficult to say whether the desired object has been attained. As regards the Inspector, it is not to be supposed that he previously shirked inspection and judged by examination results only. As regards the boys, the only alteration which has taken place in examinations has been the abolition of the Lower Primary and public Middle School Examinations, and the institution of the School Final Examination, as an *alternative* to the Entrance. While there is truth in the statement that a multiplicity of examinations is harmful and substitutes cram for true education, yet I cannot see any objection to a public examination to conclude any definite stage of study and I am convinced that such examinations to conclude (*a*) the Vernacular Course and (*b*) the Middle English Course would be both popular and useful, as they would be practically School Final Examinations for different classes of pupils. So far all the evidence goes to show that under the system of Inspection only, boys in an inferior grade are not so well prepared for a superior grade as they used to be under the system of examination. It would seem therefore that the increase of the Inspecting Staff has not been sufficiently great to make up for the loss of the effect of examinations in ensuring a permanent standard of work.

Extra-Departmental Agencies—Deputy Commissioners

30. Any interest taken by Deputy Commissioners, in Primary Education especially, naturally has an important effect from their position as heads of their Districts. In schools under local authorities, whether District or Municipal, most matters of administration are adjusted by the Deputy Commissioner and Inspector. The Deputy Commissioner is also the immediate superior of the officers who most frequently visit village schools, *viz.*, the Deputy Inspector and the Tahsildar.

Tahsildars.

31. These officers are of great assistance to the Deputy Inspectors in securing attendance, collecting fee arrears, and looking after school buildings and furniture. Their position gives them an influence which may be valuably exercised in arousing the interest of the villagers in education. Their visits are recorded in a quarterly return, which deals with the three points above mentioned, and is submitted through the Inspector to the Deputy Commissioner. This enables these latter officers to bring necessary reforms more urgently to the notice of the District Councils. Most of the Tahsildars and their Naibs are reported as having done satisfactory work. The names of those who are specially deserving of commendation or the reverse have been brought to the notice of the Deputy Commissioners in the District and Circle Reports.

District Councils.

32. The amount of work done by District Councils (through Deputy Inspectors) is largely the measure of success in Primary Education. These bodies have remained the same throughout, except in Berar, where six districts were consolidated into four, and in Chhattisgarh, where on the cession of Sambalpur to Bengal, the new District of Drug was cut out of Raipur, and took 96 out of the 224 schools which had been under the Raipur Council. In the case of a few towns which have not yet Municipalities, the District Councils manage even English Middle schools, but their main work lies with Primary Schools and it is noted elsewhere that 2,008 out of 2,902 Primary Schools are under these Councils. They make provision for salaries, furniture and buildings, and for the most part their duties have been very satisfactorily performed as far as financial conditions allowed.

33. If we can take the number of children at school as a test of successful work, we find that in every District there has been an increase, except in Nagpur; here, however, severe plague is responsible; the District is educationally a very advanced one. In some Districts a very marked increase is shown, as for instance 75 per cent in Mandla, and 97 per cent in Balaghat, where the percentage of boys of school-going age under instruction is 25, a high figure for so jungly a District. The highest percentage of boys is shown in the two neighbouring districts of Hoshangabad and Narsinghpur (33 per cent and 31 per cent respectively), Amraoti and Jubbulpore coming next. The lowest percentage is seen in Betul, Bhandara and Raipur (all at 17 per cent). The first named is a very backward district, but the other two ought not to stand so low. As regards girls, Saugor stands highest with 4 per cent, and 5 districts have less than 1 per cent. Since 1903 the management of Girls' Schools has not been in the hands of the District Councils.

34. The above measure of success does not always correspond with the expenditure of Councils on Education. For instance that Council which has the largest share of boys in its schools, *viz.*, Hoshangabad, spends a smaller share of its income on education than any other district in the Central Provinces, *viz.*, 33 per cent, while Bhandara is among those which spends the most, Chhindwara, Damoh and Bhandara being the three highest, with 47, 46 and 45 per cent, respectively. The average percentage for the Central Provinces is 40 per cent, so that it must be owned that the attention paid by District Councils to education is very satisfactory. Those districts which have more than doubled their expenditure during the quinquennium are Nimar, Chanda, Balaghat, Chhindwara, Betul and Mandla, the increase in the last two being really remarkable. It will be observed that all are backward districts, which are only now beginning to progress.

35. The provision of school buildings is one of the most important of the duties of the District Councils. SomeCouncils have done such steady work that practically all schools are provided. Thus Mandla as well as Nagpur has no school without a building of its own, and Seoni, Hoshangabad, Damoh and Narsinghpur have only 2, 2, 4 and 5, respectively. On the other hand, Chanda and Bilaspur have still much way to make up, having 21 and 42 schools respectively unprovided, although both have been building at a rapid rate. Altogether 485 buildings have been provided in the Central Provinces during the quinquennium, or an average of rather over 5 per annum per district. Raipur and Chanda have done especially well. In Berar, on the other hand, it is reported that only 12 new schools have been built in the five years, though many buildings are very unsuitable. In this Circle, rented buildings are extensively used for schools, an extremely unsatisfactory arrangement. Beyond the District Councils there is scarcely any other strictly local assistance available for the provision of Primary school-houses, except when, here and there, a public-spirited Malguzar or Zamindar provides one at his own expense. It can only be very rarely (but it does happen) that the villagers themselves, where they are really keen subscribe towards the erection or extension of a village school. They would probably do more if the building of the schools were left in their own hands.

36. Towards teachers, the main duty of the District Council is the payment of salaries; and for this object all have recently received substantial grants. As the scales of pay are practically fixed, there cannot be any very material difference between one district and another, except in the case of uncertificated assistants and monitors. Thus Bilaspur is reported as giving only Rs. 6 to its uncertificated assistants, on the ground that they were recently monitors, and do not deserve more. Some districts are very badly off for certificated teachers, among which Chanda and Seoni may be mentioned, the latter having practically half its men unqualified.

Municipal Committees.

37. It is accepted as a general rule that, as the educational work of District Councils should not go beyond Primary Schools, so that of Municipalities should not go above Middle Schools. In four cases these bodies have recently raised their schools to the status of High Schools, *viz.*, Khandwa, Bilaspur, Wardha and Hinganghat (1905), and at least one of these is shortly to be departmentalized. Some of the smaller Municipalities have nothing beyond Vernacular Middle Schools; the largest

of all (amongst them Nagpur) have no Municipal Schools at all, but divide their educational grant among a large number of Aided Schools; and the tendency is to provincialize Secondary Schools in the larger Municipalities and leave them only the Primary. As regards expenditure the largest Municipalities which have extensive works of sanitation, &c., naturally spend the least proportion of their income on education; thus Nagpur and Jubbulpore spend only 3 per cent each, while quite small places like Kalmeshwar and Pandhurna can afford to spend over 50 per cent. The average amount is 11 per cent, as compared with the 40 per cent expended by District Councils.

38. The management of the teachers in Municipal English Middle Schools rests, subject to the consent of the Committees, with the Inspectors. Unfortunately Municipal funds are usually small, and the pay of these masters is far from satisfactory. The same cause affects the provision of accommodation. Buildings have not been extended correspondingly with the increase in scholars, and hence a considerable amount of overcrowding ensues. The Primary Branch Schools attached to these Middle Schools are better staffed than Rural Primary Schools; but they also are frequently overcrowded. With the best intentions, the Municipal Committees are seldom able to remedy these defects, and increasing help will have to be given to them from Provincial revenues. In some of the wealthier towns, the leading townspeople occasionally assist with very generous contributions. Thus in Wardha Rs. 15,000 has been subscribed for the new High School building.

School Committees.

39. Committees of Urban Schools, according to one Inspector, "practically without exception, prove useless, except by providing an occasional member of personal industry or wealth." This indictment is rather too sweeping, but it is true that their value is less in schools under efficient Head masters. Rural School Committees largely depend upon the type of village where the school is found. Occasionally the members are illiterate or indifferent. But fortunately this is seldom the case. They are described by some Deputy Inspectors as "most useful" and "yearly improving." This is the more important as they are the only people who are constantly in touch with the village schoolmaster and the parents of the pupils. Their chief duties lie in securing regular attendance and utilizing the fee-collections in necessary petty expenses. My personal impression is that when the Committees find the departmental officers sympathetic their interest in school work rapidly increases.

Local Board members.

40. Of Local Board members there is little to say. Their value to education was recognised in the last Quinquennial Report as being very slight, their influence seldom extending beyond their own village. And the same verdict is repeated this year. It is as much as we can expect if one here and there proves a powerful ally to education.

Missions and Anjumans, &c.

41. As a considerable amount of valuable work in education is done by these bodies, they may justly be included under the head of Controlling Agencies. One of the three Colleges in the Province, *viz.*, the Hislop College, Nagpur, is entirely managed by the United Free Church of Scotland Mission. This body also manages a High School in connection with the College, with a Middle Department and Primary Branches, a Girls' Vernacular Middle and Primary School in Nagpur, and four or five Boys' Primary Schools in the town or district, as well as two other schools in Bhandara. The Roman Catholic Missions play a very important part in European education, having 11 schools out of 18 in their hands. They have also important schools for natives in Nagpur, Kamptee, &c. Five European Schools are managed by the Church of England. High Schools for natives are under the management of the Church Mission School, Jubbulpore, the U. S. A. Christian Mission at Harda, the Methodist Episcopalian Mission at Narsinghpur, and the United Original Secession Church of Scotland at Seoni-Chhapara. All these bodies have, besides their High Schools, Primary branches attached, and other Primary Schools for girls or boys in different villages in their districts. The Church Mission High School at Jubbulpore has made great progress during the quinquennium. It has now a fine building and hostel, and a strong staff, and has passed 44 boys in the Matriculation in the last five years. It is very successful in sports, as also is the

Mission High School, Harda, which has more than doubled in numbers during the last five years. The Seoni High School has just completed a fine building at a cost of no less than Rs. 30,000.

Besides the Roman Catholic Schools mentioned above, Middle Schools are managed by the Friends Mission, Itarsi, the Mennonite Mission, Dhamtari, and the German American Mission, Raipur. The Itarsi Mission formerly had a High School which has been closed. It has also Vernacular Middle Schools at Hoshangabad and Sohagpur, with Training Classes. The Dhamtari Mission also has Vernacular Middle Schools, both for boys and girls, with Training Classes in each. A feature of almost all Mission Middle Schools is the successful industrial classes attached to them. The workshops of the Friends Mission at Rasulia (Hoshangabad) and the Alliance Mission, Akola, are especially successful

42. The most important Anjumans are those in Jubbulpore and Nagpur. The former supports a large High School, and during the quinquennium has expended Rs. 28,000 on an excellent hostel. It has also 9 Primary Schools. In Nagpur the Anjuman Middle School has a good building and has been doing very fair work. It is proposed to raise it to a High School. Small Anjumans have been founded in Berar and have done much to interest the Muhammadans in education.

The Hitkarni Sabha High School in Jubbulpore, including its Middle, Vernacular Middle and Primary Departments, contains 534 boys. It has a fine building. Work has made general progress and the school has passed 38 boys in the Matriculation during the quinquennium.

The Public Works Department.

43. The Department with which we have probably the most constant communication is that of the Public Works. All work done by aided institutions with the assistance of grants-in-aid has to be passed by Public Works officers, and all buildings erected at Government expense are built under their supervision. Besides this ordinary work we are largely indebted to the Department for advice in the designing of new plans and carrying out new ideas. I am particularly obliged to Mr. B. C. Dube, Assistant Engineer, for the trouble he has taken in connection with educational buildings in Nagpur and more especially the Science Laboratories in the Victoria Technical Institute. In the last mentioned case the work was quite new to officers of the Central Provinces Public Works Department and had to be executed by mistris who had never seen such work before.

CHAPTER IV.—COLLEGIATE EDUCATION.

Preliminary.

44. The issue of the last Quinquennial Report was roughly contemporaneous with the University Commission of 1902. On the recommendation of the Commission, not only were the managing bodies of the Universities re-organized, but distinct spheres of influence were allotted to each. Thus the Central Provinces Colleges, which had been affiliated partly to Allahabad and partly to Calcutta, and the Berar schools, which had been affiliated to Bombay, were all in 1904 brought together under Allahabad. This change has not been very popular, since Colleges affiliated to a foreign University must always feel themselves to be dependents on that University and not the equals of the Colleges of which it is primarily composed; and in this instance the distance by rail of Allahabad from Nagpur, and even from Jubbulpore, makes the attendance of the Fellows of these Provinces at University meetings both difficult and rare. Added to this the rupture of old associations has had a depressing effect upon educational progress.

45. As at the beginning of the quinquennium we have still only three Art Colleges—(1) the Government College at Jubbulpore, (2) the Hislop College at Nagpur under the United Free Church, and (3) the Morris College, which is under a governing body, now very largely official, and the Principal of which is a member of the Indian Educational Service lent to the College. The Hislop and Morris Colleges are aided institutions. To these should be added a new Collegiate Institution—the Science Classes at the Victoria Technical Institute—which are entirely under Government. At present these classes only relieve the Morris and Hislop Colleges of the teaching of Science to the third and fourth year students, but if they fulfil their promise, they should ultimately develop into a First Grade Science College.

Numbers and attendance.

46. It might have been expected that, with the growing wealth of the Provinces and the addition of Berar, a great increase in the number of students would have resulted, but owing to plague and sickness, an absurd system of fees which penalized rich men and made them send their sons elsewhere, the fact that the Colleges were equipped only up to the B.A. or B.Sc. Standard, and in a slight degree to quasi-political dissensions, we are at present in point of numbers practically where we were at the beginning of the quinquennium. The numbers rose from 282 to 325 and dropped last year to 274, but the extraordinarily successful result of this year's Entrance Examination is certain to send the number up again. Jubbulpore College, which shows the most steady rise in numbers, also shows the highest attendance, averaging 87 per cent since 1902. In the Aided Colleges it is more fluctuating, varying from 80 to 83 per cent.

Expenditure and fees.

47. Statistics of expenditure are given in General Table IV. The total expenditure, excluding the Law Classes, has risen during the quinquennium. Of this year's total, the Government College has had Rs. 37,000 and the two Aided Colleges Rs. 38,000 between them, but in previous years the proportion has been even more in favour of the Government College.

48. As regards the proportion of income supplied by Provincial revenues, the Government College naturally gets more than double the other two together (Rs. 28,545 against Rs. 13,984). That is, seven-ninths of the income of the former is Provincial, while in the Aided Colleges it is not much over one-third.

49. The average cost per pupil is now Rs. 304 in the Government College and Rs. 235 in the Aided. The increase is very marked in the case of the Aided Colleges, where at the beginning of the quinquennium it was only Rs. 165, whilst at Jubbulpore it was already Rs. 315 and remains practically stationary. This means that the Jubbulpore College was further advanced five years ago, while progress in the others has been quite recent. The cost to Government per pupil in Jubbulpore is Rs. 223-4-2, in the others only about Rs. 86.

50. Fee collections vary sometimes according to plague: but on the whole they have decreased in every College, and the amount per pupil has increased only in the Hislop College. In all Colleges, including free and partially free students, the average amount of fees is Rs. 44 per annum per pupil, *i.e.*, one-seventh of the total cost in the Jubbulpore College and one-fifth in the Hislop and Morris Colleges. During the course of last year fees have been made uniform and slightly lowered.

51. During the year 1906-07 the Government of India sanctioned special grants of Rs. 35,000 non-recurring and Rs. 10,000 recurring for the improvement of Collegiate education. Of the former each of the Aided Colleges received a non-recurring grant of Rs. 10,000 which was expended on land, apparatus, furniture and libraries and a recurring grant of Rs. 3,000 for up-keep. The Victoria Technical Institute received Rs. 15,000 non-recurring to be spent on Laboratories, and Rs. 4,000 for up-keep.

Instruction and examination results.

52. All the Colleges prepare students for the B.A. and B.Sc. degrees. There are also Law Classes at the Jubbulpore and Morris Colleges, in which post-graduate students read for the L.L.B. The Principals of both these Colleges suggest that, owing to the increasing demand, it will probably be necessary to institute M. A. Classes before long, but up to now all that has been attempted has been the preparation of particular students for this degree.

B. A. results.

53. As regards the B. A. Examination, it is noticeable that the Government College, Jubbulpore, has done much better than the Aided Colleges. Out of a total of 92 graduates from these Provinces, during the past five years, it has passed 43—15 of these in the past year. The Hislop and Morris Colleges have passed 27 and 22 respectively. In view of the fact which has been pointed out by Mr. Nash, that a very small percentage of Matriculates in Indian Universities proceed to their degree, it is interesting to note that at the best of our Colleges (Jubbulpore), the percentage

during the quinquennium was only nine; in the Hislop and Morris Colleges it was 4·97 and 2·75 respectively. It should be remembered, however, that a considerable number adopt some profession immediately after passing the Entrance and subsequently (especially when they are teachers) take their degrees privately. The poor results in the Nagpur Colleges have been almost regularly attributed in successive reports to the ravages of plague, but on occasion the severity of the examiners of the Calcutta University has been held to be the real reason.

Staff.

54. Important improvements in the staff are to be chronicled. The quinquennium has seen the appointment of two members of the Indian Educational Service, one as Principal of the Morris College, the other as Professor of Science in charge of the Laboratories of the Victoria Technical Institute, also a Professor of History in the Jubbulpore College. This College now has (besides the Principal) Professorships of Physics, Mathematics, Chemistry, English, Sanskrit, History, Persian and Philosophy. But progress should not stop here. The Principal still remains the only European on the staff, and European Professorships of History and Biology are strongly advocated as well as two more Professors in the Provincial Service. The untimely death of Mr. Knox-Johnson in 1906 has been a very serious loss to the Department, and his successor Mr. Williamson has been much hampered in his work by the additional charge of the office of Inspector of Schools. The Morris College is to have another European Professor this year. The Hislop College has two, *viz.*, for English and Science. In none of these Colleges are the pay and status of the Indian Professors satisfactory, and as regards the salaries of the staff of the Jubbulpore College I am now making representations to the Local Administration. The two Assistant Professors of that College have been placed in the Provincial Service on higher pay.

Buildings.

55. The Jubbulpore College has received important extensions during the quinquennium, among which may be mentioned an Examination Hall (costing Rs. 30,000), a Gymnasium, and a Chemical Laboratory; but both the site and the buildings of the College are inadequate, and in view of the fact that rapid growth in numbers (estimated at from 25 per cent to 50 per cent) is expected within the next quinquennium, there are strong grounds for removing the College to a more open site and more commodious quarters. There are, however, great difficulties in the way of obtaining a site which will satisfy the wants of students resident in Jubbulpore and at the same time provide residential quarters for students from other parts of the Provinces. There is, I believe, already about a lakh of rupees available from public subscriptions, so that there need be no delay when a decision has been arrived at.

56. The Hislop College has a fine building in very lowly surroundings. This defect is being removed (Rs. 3,000 of last year's grant was devoted to this purpose), and now that advanced laboratories are equipped elsewhere, the difficulty of teaching Science properly will not be so much felt. The Morris College building—once a charming old native palace but now dreadfully altered—is as unsuitable to modern requirements as could well be conceived. But within the next few years the College will be removed to better quarters though it is doubtful whether the public will subscribe readily to a College largely under official management.

College life, hostels, &c.

57. There is very little corporate life among the students of an Indian College, and until proper hostels with suitable supervision are provided, this defect must continue. In the Jubbulpore College much has been done by Messrs. Knox-Johnson and Williamson, ably aided by the Indian Professors, to develop College societies and athletics. The same was also done in the Hislop College by the Revd. Mr. Whitton, whose retirement, speedily followed by the very serious illness of his successor, Dr. Robertson, necessitating leave to England, took place at a most critical period in the history of the College. Mr. Jones, Principal of the Morris College, is now taking up the matter in earnest, and good results may speedily be hoped for. It is satisfactory to note that the hostel at Jubbulpore has increased the number of its boarders from 40 to 50, and its popularity will soon necessitate its extension.

The Aided Colleges both have hostels, the Mission College having a separate one for Native Christians. The Morris College hostel, however, is not in a satisfactory condition. It is shared with an attached High School, a bad system in itself, and its supervision is nominally entrusted to a non-resident Professor. When the College is removed better arrangements will, no doubt, be made.

CHAPTER V.— SECONDARY EDUCATION.

Number of schools and scholars.

58. The growth of secondary instruction was reported by the Government of India 3 years ago to be "one of the most striking features in the history of Education in India." In these provinces it is impossible, owing to territorial changes, to give correct figures for each year, nor can we amalgamate the figures contained in the Berar and Central Provinces reports for the earlier years, as a different classification of schools prevailed, all vernacular schools in Berar being counted as primary. Owing to the amalgamation with Berar, the figures reached their highest point in 1903-04. Since then, owing to the cession of Sambalpur, they have again fallen, so far as the number of schools is concerned, but the total number of pupils has increased.

59. The increase of scholars in certain English schools is very marked, *e. g.*, the Anjuman High School, Jubbulpore, and the Patwardhan High School, Nagpur, have doubled, and the Hoshangabad High School has trebled, in numbers during the five years. The diminution in the total number of English schools is not a real loss, as it is due partly to the amalgamation of middle English schools with high schools in the same towns (as *e. g.*, Chanda and Khandwa) and partly to the transfer of Sambalpur. In order to carry out the suggested ideal of a public High school in each district and an English middle school in each tahsil or large village, an addition of 12 High and 27 English middle schools will be required. Many of these would have been established years ago had local bodies been in possession of sufficient funds, and certainly it is only the poverty of the Muhammadans which has prevented them from establishing high schools of their own in places like Nagpur and Amraoti.

60. As regards vernacular middle schools the loss of 33 since 1904 is due to the fact that middle classes were abolished in several schools in Berar where they were not doing well and of course a number were included in the Sambalpur District. In the first year of the quinquennium only those scholars reading in the middle classes were counted as being in vernacular Marathi schools: hence the apparently absurdly small number when compared with those of later years.

Management of secondary schools.

61. Taking the figures for English teaching schools, we find that 43 per cent are managed by private bodies, while Government manages directly only 28 per cent. On the other hand, all the anglo-vernacular schools in Berar are still departmental, and in the scheme for providing every district with a high school, it has been proposed that all these new schools should be Government schools It is true that Government high schools are usually more efficient than others, largely owing to the better prospects of their teachers, and the financial difficulties of local bodies, but against this, there is more scope for initiative and individual enterprise in Board schools, and they afford a valuable lesson in local self-government. As a whole, their management is fairly efficient. One of the Deputy Commissioners reports that "some of the best work of our municipalities is shown in their management of schools." For these reasons it would not be a wise general policy to provincialize anglo-vernacular schools except where the change is in response to the public wish.

In the succeeding paragraphs, it will be more convenient to treat anglo-vernacular and vernacular middle schools separately.

Buildings and equipment.

62. Most of the anglo-vernacular schools are housed in fairly good buildings. But the fact, mentioned above, that the number of scholars has increased so much faster than that of schools, naturally results in a great number of these schools being overcrowded, especially in those cases where middle schools have been raised to high schools.

Accommodation is being increased as funds permit. Some of the aided schools have constructed good buildings during the quinquennium, as, *e.g.*, the Patwardhan High School, Nagpur, the Hitkarni Sabha High School, Jubbulpore, and notably the Seoni Mission High School, *vide* paragraph 41. As regards equipment, the majority of the schools are adequately supplied. The main deficiency is in science apparatus.

Staff.

63. The best schools, in respect of staff, are the Government high schools, and the main reason for their attracting the better men is undoubtedly the prospect of a pension. In schools under local bodies it cannot be denied that the staffs are not efficient as a rule, either in qualifications or teaching power. The reasons are clearly that the general rate of pay is decidedly low, promotion is slow, and there is no prospect of a pension. Under these circumstances, competent matriculates are very difficult to secure, and, as non-matriculates are not eligible for training, there remains a large number of unqualified men. Further, we have not only to supply wastage but to provide men for new posts. Statistics show that an average of 123 secondary school teachers have left the department annually during the past 5 years, and 162 been engaged. It may be reckoned that some 60 anglo-vernacular teachers have been required yearly and the number is yearly increasing. With a starting pay of Rs. 15 and with little chance of rising above Rs. 100 ordinary men will not take up teaching if they can help it. In Berar the pay of the higher posts has been steadily cut down during the quinquennium. In order to meet the demand, the first necessity is to raise the scale of pay. The minimum of Rs. 40 and maximum of Rs. 400 suggested by the Government of India would probably be too high for Board schools: but even a smaller general rise would be very effective. The Neill City High School, Nagpur (aided), has set a good example by securing a highly qualified Head Master on Rs. 400. As regards the prospects of Government secondary teachers, something has lately been done by establishing a graded service in Government schools, which is reported as beneficial except in Berar, where Mr. Candy considers it quite the reverse owing to the abolition of acting promotions, in which point I agree with him. All teachers now enjoy some minor privileges, such as the grant of free education to their children. The present system of pension in Government schools, however, is not altogether satisfactory. Something in the shape of a provident fund would probably be more conducive to discipline.

64. As regards the poor salary in the department affecting its popularity, this seems to apply more to persons choosing education as a profession than to persons already in the department. During the quinquennium only 102 of all classes of teachers have left the department to take up more remunerative work in other branches of Government service.

Curriculum and teaching.

65. The anglo-vernacular course starts immediately after the Primary, and proceeds to the University Entrance Examination. The most important alteration during the quinquennium has been the lengthening of the high school course from 2 to 3 years and the substitution of the Allahabad Entrance Examination for those of Calcutta and Bombay in those schools which used to be affiliated to the latter Universities. The whole curriculum has been frequently condemned as being "too literary in character, and exclusively preparatory to the University Entrance Examination." But attempts to introduce a 'modern side' have not so far been successful, and the course which leads to the University and to Government service continues to be popular. As regards the various parts of the curriculum, the feature most severely criticized has been the teaching of English. Results indicate the need of a "root and branch reform in the methods of teaching English." It is true that this is one of the worst taught subjects in our middle schools, the masters being frequently ignorant of it themselves, but where the conversational method has been introduced, very great improvement is already visible. If this method does not take root in these provinces, I fear it will be necessary to revert to the vernacular as the medium for all subjects except English.

English *versus* vernacular education.

66. In this connection it is interesting to consider the question as to how far the desire for an English education is really spreading, and whether it tends to supersede education in the vernacular. Everywhere there is reported to be a "growing desire for English

education." But when we look at the figures we find that, though the total number of English learners increases, yet the percentage compared with the total number of scholars dropped from 6·6 to 5·6 between 1902 and 1904, and has hardly risen since. This however may be due to the fact that the increase of expenditure during the quinquennium has been largely devoted to primary education, whereas places with English schools have suffered a severe loss of life by plague. It is possibly the latter reason, namely, the severer incidence of plague in towns and large villages, which accounts for the fact that vernacular middle schools also have failed to show satisfactory progress. It is a known fact also that, partly owing to plague and partly owing to political excitement, respectable people are now averse to sending their children away from home for education. Thus in the Central Provinces the times are unfavourable for forming any conclusions as to the extent to which the desire for English education has increased. All one can say is that everywhere one goes the people demand that it should be brought to their doors.

Examinations.

67. The first examination in the anglo-vernacular course is the Middle School Examination. This used to be a public examination, conducted by the department; but it was abolished by order of the Government of India in 1902—3, and for it was substituted a private examination conducted by middle school Head Masters, and rewarded by a certificate issued by the Inspector. This certificate is too informal to be of much practical value, and, though there may be a resulting advantage if the student is led to proceed to a high school, yet the fee often deters him, and he is left at the end of his course with no certificate that will provide him with employment. Hence the revival of the old Middle School Examination has been strongly advocated in many quarters. It was at one time supposed that the High School Scholarship Examination would partly take the place of the lost examination. But (owing, perhaps, to an anomalous rule which decrees that boys who fail in this examination cannot be promoted to a high school, though others less deserving, who have not even appeared, may be so promoted) the High School Scholarship Examination is very far from popular. Only 126 candidates entered this year, whereas in 1903, the first year of its existence, there were 218 candidates of whom 108 passed the examination. It would also appear that the high school test for promotion from the fourth to the fifth standard, which at present is a purely private affair conducted by the Head Master, ought to be a departmental examination. At the end of the high school course comes the University Entrance Examination. The substitution of the Allahabad for the Calcutta University has caused some alterations in the curriculum, and the passes, which were 155 (excluding Berar) in 1902, were only 123 in 1906. The reason of this is not easy to find, and the last *Allahabad Gazette* which is just to hand shows that at the examination held in May 1907 the Central Provinces passed 260 candidates. We also passed 44 private candidates. With the view of having a less strictly scholastic, but at the same time rather more searching, examination, the Government of India instituted the School Final Examination. Although this examination has been declared necessary as a qualification for superior Government service, it has not been popular, the number of entries having decreased annually since 1902. As a matter of fact this examination as held by the Allahabad University differs in nothing from the Entrance Examination, except in having 3 or 4 extra papers, and a *viva voce* in English. It has been abolished from the year 1908.

Hostels and tutorial system.

68. These subjects are separately treated in Chapter XIII. The increase of 50 per cent in the number of hostels and 100 per cent in the number of boarders is an encouraging sign. But we are still far behind our requirements. Only about half the anglo-vernacular schools in the Nagpur Circle have hostels as yet, the difficulty of raising local subscriptions standing in the way of progress.

Scholarships.

69. Middle and high school scholarships are awarded at the entrance to the middle and high school courses respectively. For the former no special examination is required as they are awarded on the result of the Primary Examination held *in situ* by the Deputy Inspectors. Of the latter examination some mention has been made already. One important feature of the conditions under which these scholarships are given is the "Poverty Clause" (Education Manual, Article 235) which limits the scholarships to boys whose parents' income is below a specified amount. The same rule

holds good of College Scholarships. The rule is in every way disadvantageous. It has a bad effect on the wealthier boys, as it abolishes competition, and allows them to escape examinations unpunished: in the case of the High School Scholarship it also deprives them of what may be in after life a useful certificate. It has a bad effect on the poorer boys, by making the competition unreal and confined to a certain (and not the brightest) class of boys. And it has a bad effect on the teachers, as, while discouraged from spending time on the richer boys, they are forced by social pressure to promote them unduly. Another condition of tenure of middle school scholarships withholds these from boys who pass the Primary Examination from schools in the town in which the scholarships are tenable. This excludes all boys in the branches attached to the English middle schools from the due reward of their work. Hence several municipalities have quite recently accepted my suggestion to establish small scholarships (of Rs. 4 per mensem) for boys of municipal branch schools.

Expenditure.

70. Total direct expenditure upon secondary education has very nearly doubled during the quinquennium. The total expenditure in Native States has decreased slightly, while in British Territory expenditure from every source has increased. The most marked advances have been in expenditure from provincial revenues, which has trebled, and from district funds which has more than doubled. The percentage borne by the different sources of expenditure, now and at the beginning of the quinquennium is shown as follows :—

		1902.	1907.
Provincial revenues	...	25	39
District funds	...	11·4	13·5
Municipal funds	...	12·8	10·5
Fees	...	35·6	21·5
Other sources	...	15·2	15·5
Total	...	100	100

It will be noticed that the share taken by Government shows the most marked increase. The increase under the head of District Councils is misleading, as under recent orders of Government all expenditure on District Council Schools is shown as District Council expenditure, irrespective of the sources from which it is derived. The Municipalities are really more interested in secondary education than District Councils, and it is only the bad state of their finances which has caused decreased contribution on their part. A very large share of the total of fees in secondary schools is levied in aided schools.

Vernacular middle schools.

71. These schools, coming as they do between the very elementary primary schools and the English schools, where much is sacrified to a foreign language, have been called the "most truly educative element in our system." Hence it would appear that they should receive special attention, but in point of fact (except those which have training classes) they are so very little better than primary schools that in Berar, prior to the amalgamation, they were ranked as such, and in recent communications the Government of India seems to class them in the same way. Statistics show that there was a considerable drop in the number of these schools, especially in Berar, between 1904 and 1906. The number for the past year remained stationary: and the number of scholars, though it has increased 10 per cent on 1904, has decreased slightly on 1905; and of these the number above the primary stage has actually decreased. It is very difficult to decide whether these schools are popular. One Inspector reports that vernacular middle education progresses "very slowly, if at all," another that "there seems to be no demand for it." On the other hand in one circle (Nagpur) these schools have more than doubled during the quinquennium, and are reported to be as popular as ever and the demand for them increasing. Where this demand is felt, it should doubtless be encouraged, but sometimes the wish for any higher education than primary takes the form of asking for English classes. Thus in Berar no less than 40 primary schools have lower English standards attached to them. This is not a good plan, as qualified English teachers cannot be secured on the salaries offered, but it points out what is the best compromise, *viz*: to establish 2nd grade anglo-vernacular schools in all places where the people want higher education than primary and at the same time wish to learn English, for in these 2nd

grade middle English schools the whole of the work except English is done in the vernacular, and they could easily be adapted to carry on the training classes by a slight bifurcation of studies.

CHAPTER VI.—PRIMARY EDUCATION.

Character and scope.

72. In these provinces there is a slight difference between the primary education given in urban and rural schools; but where four-fifths of the population is purely agricultural, the extension of rural education is naturally of the greatest importance. In the past, traditional objections to education have been a powerful obstacle, and even now the upper classes object to the education of the lower, but owing to the extension of railways, "the cultivator is being brought into contact with the outside world, and put into positions where an illiterate man is at a disadvantage," accordingly the value of the rural school is being increasingly realized. It should be the aim of rural education according to "Indian Educational Policy, 1904," not only to give the children "a preliminary training which will make them intelligent cultivators," but also one which will "protect them in their business dealings with the landlord and the grain-dealer." Such is the actual policy of our rural schools. Mr. Hemingway (Deputy Commissioner, Wardha) comments favourably on the land record work in schools, "if we can teach a tenant to read and write, keep accounts, and understand records, we make him a very independent person, well able to manage his affairs." This strictly rural curriculum is a plant of recent growth, dating only from 1899 and the last quinquennial report for the province dealt with its merest beginnings. Our present system is characterized by the inclusion of subjects of immediate practical use, such as agriculture, village records, Banias' accounts, etc., in the curriculum, and also by the introduction of more practical methods of teaching. It is difficult to speak with any certainty as to its success. The practical elements in it are much appreciated, *e.g.*, such items as Patwari papers, but, on the other hand, there is not much doubt that, if we resorted to a plebiscite, our Readers, expressly composed upon utilitarian lines, would be immediately thrown overboard in favour of religious or moral prose and poetry. The result is that, so far as the curriculum deals with matters of concern in the actual life of the villager, it has worked wonderfully well, but in all other matters it appears to have been a failure, and hence a number of Deputy Commissioners report that, however intelligent at school, the majority of boys who have gone through the primary course relapse into illiteracy. In short the curriculum, lacking as it is in interest, fails to impress. A leading feature in the rural curriculum is that it is mainly intended for half-day work. It was thought that this would get over the reluctance of parents to spare their boys from the remunerative labour possible even at an early age. It does not appear to have much effect in this direction, but on the common-sense ground of avoiding the imposition of too great a mental strain on the minds of boys hereditarily illiterate it has much to recommend it. At the same time the introduction of half-time system into Berar is not popular. The children in Berar are readily allowed to go to school, and the parents think that half-time school gives only half value for their money.

73. The urban curriculum is not so successful. It differs but slightly from the rural, except in the substitution of grammar for Patwari papers and in being intended for whole day work. It is in fact better suited for artisans than for boys going on to English schools.

Extension of primary education.

74. Statistics as to the actual number of schools in each year's returns are not trustworthy, as there was naturally a marked increase in 1903 when Berar was added, and a decrease in 1905 when Sambalpur District was ceded to Bengal. Moreover, owing to administrative changes, numbers of small "indigenous" schools have ceased to appear in the returns. But returns of the districts show that throughout the quinquennium there has been a steady increase in the number of recognized primary schools, which now constitute 86 per cent of the total number of schools. The number of scholars has increased considerably faster than that of schools. The total increase of 58,000 for the quinquennium is of course misleading, for the reasons above mentioned, but it is not too much to say that there has been an average increase of 5,000 annually in the Central Provinces alone, and the loss of 10,000 in 1905-06 (the year of the cession of Sambalpur) has been more than made good during the one year following.

75. One striking feature of this progress has been an increase of 28½ per cent in 3 years in the number of girls in primary schools. These now number 86 per cent of girls under instruction, while boys in primary schools are close upon 80 per cent of the total of boys.

76. But an increase in the total number of boys enrolled is in itself not a sufficient criterion. As the Commissioner, Nerbudda Division, remarks, "the average daily attendance is the real test of the progress in education." This has always been to a certain extent falsified by the habit prevailing among Head Masters of keeping names of habitual absentees on the books in order to show satisfactory totals. To a certain extent this is inevitable among people who are at best half-hearted, and frequently glad of an excuse to keep boys away from school. But this practice is being gradually discouraged. As attendance improves, the true state of progress will be more visible, but even now the average attendance of 77 per cent among board primary schools is a fairly satisfactory figure, and 7 per cent better than in the first year of the quinquennium.

77. The progress which has been made in the provision of primary education in the past five years constitutes a good record of work, but a great deal still remains to be done. Taking village schools alone, we find that there are 2,421 in these provinces, and to provide schools in every village with more than 300 residents we need about ten thousand more. Similarly, in municipalities barely one-third of the boys of school-going age attend schools of any kind, and for them some 300 more schools are required. Or again, taking the population of school-going age, it is seen that the number attending school in different districts ranges between 8 and 17 per cent. This figure is brought down by the girls, of whom barely two in a hundred are being educated: the number of boys ranges from 17 to 33 in a hundred. Though these figures everywhere show an improvement upon the beginning of the quinquennium, they still exhibit the magnitude of the problem which has yet to be faced. The proportion of literates among villagers is still distressingly small. The Deputy Commissioner, Hoshangabad, notes that "I was much struck by the difficulty experienced in obtaining tenants literary enough to keep accounts or even write in one or two villages where Co-operative Credit Socities were proposed." The aim of the Department should be to have every village outside the most jungly tracts within easy reach of a school It has been shown that this would require 5 times the number of schools, and if all schools are to be on the present level, the task is outside the sphere of practical politics. However, a great deal has been said lately in favour of the small indigenous schools, which cannot conform to the present requirements of the Department. These have mostly disappeared under our system of fixed grants. In Berar there were 400 such aided indigenous schools in 1901-02, of which there now remain only 15. The Commissioner, Berar, writes:—

"Until Government and the local bodies find the necessary funds and masters to establish schools in the numerous villages where they are required, irrespective of population, attendance, etc., indigenous schools should, in my opinion, be supported. Even when the ideal of having a school in every village with a population of over 300 is reached, there will still be ample scope for indigenous schools. A system of grant-in-aid which practically wipes out 400 schools in five years is, I respectfully submit, in itself evidence of of its being a wrong system."

The Commissioner, Jubbulpore Division, also advocates a system of what he calls "feeder classes," in which small children could read up to, say, the second standard, preparatory to proceeding to higher schools at a distance of 1½ or 2 miles.

Management of primary schools.

78. Primary education since the formation of the province has been mainly the creation of the Department, which has, in its administration, followed the line of educational thought in England. Hence the result grant system gave way to the combined system, which in its turn has been supplanted by the present fixed grant system. The Department, however, has not worked direct, except in the case of the girls' schools, which were provincialized in 1903-04. But of 2,645 boys' schools, 8 only are departmental: 312 are private, and the remainder all under local bodies, the vast majority (2,008) being under District Councils.

Curriculum and examinations.

79. Something has already been said of the primary curriculum in paragraph 72. Despite the universal institution of a "half-time" system for rural schools (from 7—10 a. m.) there has been a steady tendency to overcrowd the rural curriculum.

What the cultivator really needs is a knowledge of reading, writing and arithmetic, Patwari papers and agriculture. But these subjects are so sub-divided and two or three others added, that in fact, a boy who attends school 3 hours a day is expected to pass in 14 sub-heads to obtain an upper primary certificate. Even for an examination mainly oral this is excessive.

The only examination (except for class promotions) in the primary course is the upper primary examination, the lower primary having been abolished in 1902-03. This examination, now called the primary examination, is held *in situ* by the Deputy Inspectors, and is more or less informal in character, though a candidate has to pass in every subject, and a requisite standard is laid down. In spite of the increasing number of subjects, as the standard is not very high, the percentage of passes continues steady. In 1906-07there were 11,996 passes, or 6¾ per cent of boys in primary schools compared to 8,036, or 6½ per cent in 1902. In some districts the increase is very marked; for instance, in Raipur, the number of passes has risen 100 per cent, and in Mandla 108 per cent. About 67 per cent of the whole number of candidates are successful. It is noticeable that at the main branch of Kamptee High School the passes this year were cent per cent.

Expenditure.

80. The total expenditure on primary education naturally forms a very large share of the total expenditure on education, no less than 37 per cent. The actual amount has nearly doubled during the quinquennium. In Native States, in spite of an increase from municipal funds, the figures show a slight decrease in the total expenditure. In British Territory, on the other hand, there is a marked increase under every head except that of fees. The heads which show the most marked advance are Provincial Revenues and District Council Funds, which have risen by 60 per cent and 173 per cent, respectively. The percentage of expenditure from different sources is shown as follows:—

	1902.	1907.
Provincial Revenues	18·6	15·3
District Funds	47·3	65·5
Municipal Funds	8·9	5·9
Fees	8·6	3·9
Other sources	16·6	9·4
Total ...	100·	100·

It will be seen that, in spite of the actual increase from Provincial Revenues, the proportion has decreased. The comparison, however, is hardly a fair one, for it must be remembered that a large share of what appears as district funds really consists of Provincial and Imperial grants made to district funds for the special purpose of education. If this amount were transferred from one head to the other, the proportions would be reversed. The increase in strictly Provincial contribution is largely due to the provincialization of girls, schools, these schools absorbing about four-fifths of the Provincial expenditure on primary education. There has been a steady tendency to lower the rate of fees for primary education in order to bring it within the reach of all who desire it, with the result that fees have been reduced to a point at which, whilst being a burden to no one, they still provide a means of educating village committees in the elements of Self-Government.

It should be noticed in Table IV, under column 12, that the figures given as fees in middle vernacular and primary schools represent only the fees in municipal schools. Fees collected in District Council or Board Schools are now left in the hands of the school committees. The amount of such fees is included in the figures given in column 10 as expenditure from district funds. Last year the total for primary schools was Rs. 56,584.

Buildings.

81. The provision of primary school buildings for boys is the work mainly of District Councils, as already mentioned in paragraph 35. The provision of buildings for girls' schools has now devolved upon the Department, and is noticed in Chapter IX. In both cases, a large proportion of the special grants made to primary and female education respectively in 1902-03 was applied to buildings, as was also some of the 1905-06 grant to primary education, though this was mainly expended upon salaries. There was very little uniformity in the type of buildings until the publication of a standard plan by the Department in 1905. Not only are new buildings required,

but very nearly half our primary schools in the growing districts need enlargement. Wherever possible, new buildings and extensions should aim at stability, for the present bill for repairs (especially to roofs) is unduly large. A very important point in connection with rural school buildings is the question of contract. Tahsildars like to reserve the right of giving contracts, but from all quarters comes the unanimous opinion that contract-built schools are both costly and bad and probably the soundest policy is to leave the erection of buildings to school committees, under the expert advice, either of Public Works Department officers, or of District Engineers.

School gardens.

82. School gardens vary considerably according to local circumstances. Want of an adequate water-supply frequently tells against their success. The supply of seeds by the Agricultural Department and the award of prizes to masters for good gardens have been among the means adopted for their improvement. These gardens are meant to be practically useful as well as ornamental, but unfortunately only a few of the masters achieve both objects.

Primary School Masters.

83. The condition of the staffs of primary schools is a matter requiring serious attention. At present the supply and qualifications of masters are inadequate, whilst the poorness of their pay and prospects makes the remedying of these defects very difficult. As to the supply, the ordinary staff of a village school has hitherto been one master and one monitor. In 1905 it was decided to abolish monitorships, and substitute assistant masterships. Owing to lack of funds, the process is very slow, and the number of monitors remains unduly large. Not only so, but the desire is shown (as expressed at two educational conferences last year) to have at least 3 teachers per primary school. Even under existing circumstances the demand for qualified men very considerably exceeds the supply, as is explained at length in Chapter VII. The salary of certificated masters has twice been raised by Government, and now stands at a minimum, not high, certainly, but still a fixed minimum of Rs. 10. But a large number of unqualified men remain and it is a serious matter when a report comes, from a thriving district like Wardha, that "the average pay of masters is Rs. 8," and "there are still 91 monitors mostly on Rs. 4," and that a large proportion of children leaving school are from the lower classes where they cannot get proper instruction. A certain proportion of head masters are assisted, but very slightly, by postal and cattle-pound work (the remuneration for the latter being barely worth the trouble). But the authorities can hardly hesitate to carry out still further the principle of increasing salaries, provided that deserving men are found, when they see the decided opinions of District officers that the increase in pay has had a most marked effect both upon the teaching and the morale of primary teachers.

84. While the quinquennium shows a decided improvement in the character of our masters, one has to remember that as men are better educated they naturally feel that they deserve higher salaries, and this feeling is accentuated in the Central Provinces by the rapidly increasing remuneration of unskilled labour of all kinds. This makes it every day more difficult to keep our village teachers satisfied, whilst naturally every increase of their salaries cripples those resources which we wish to devote to the expansion of education. It is therefore becoming a question of importance whether, in order to secure the necessary expansion, we should not seek it in the shape of schools teaching only the three R's and staffed with men less highly trained than our present normal school teachers and therefore likely to be satisfied with a more moderate salary.

Other features of primary school life.

85. Outside the actual school course, various means are adopted to improve the mind and body of the village school boy. His physical training is mentioned in a separate chapter. As a slight moral training tending to awaken *esprit de corps*, the old custom of wearing a distinctive school dress has been revived. In 1903 the institution known as Arbor Day, *i. e.*, treeplanting in honour of the Emperor, was started, but it was found to be very unpopular, and therefore not an institution calculated to promote loyalty. The planting of a small number of trees is still retained, but all connection between this and the Emperor's birthday has been abolished. Deputy Inspectors have been supplied with magic lanterns, with which they

give exhibitions to boys and villagers. A still more important step is the effort to keep in touch with the village boy when he leaves school. Hitherto the vast majority have relapsed into illiteracy. They have no means of keeping up their reading except the vernacular journals which are not always worth their perusal. In Balaghat, the Deputy Commissioner, Mr. Low, has started village societies, with small libraries, and weekly meetings for religious and other readings. Some of these have been very successful, and the system will probably be extended, with due precaution, to other districts. It is hoped in this way to popularize and extend the usefulness of rural education, the results of which hitherto have been so ephemeral.

CHAPTER VII.—TRAINING OF TEACHERS.

Introductory.

86. The importance of this subject has always been recognized. As long ago as 1884 the resolution on the Education Commission stated that "Training schools should be a first charge on the education grant," and the resolution of 1904 on Indian Educational Policy laid down that, though the institutions for secondary teachers had done good work, "not only must the supply be increased, but the quality of training must be improved. It was further stated that the period of training must be at least two years and the training in the theory of teaching must be closely associated with its practice. Lastly, every care should be taken to maintain a connection between the training college and the school." It remains to be seen how far these requirements have been carried out in the Central Provinces.

Secondary grade. The Training Institution, Jubbulpore.

87. For the training of secondary (Anglo-Vernacular) teachers, the province has only one training institution, which was started in Nagpur in 1899 and transferred to Jubbulpore in January 1902. The course, which was originally for six months only, was extended to one year in 1901-02, and again to two years in 1903. This involved the formation of 3 classes, each of which had to be sub-divided according to the educational standard of the students: hence the Superintendent, who had previously had the whole of the teaching of the collegiate and secondary grades, was provided with an assistant in 1904. In 1902 there was only one class for the practice of teaching; by 1905 there were 4 middle school classes with a staff of four teachers, and last year (one of the main events of the quinquennium) a model high school was established, and four more teachers added to the staff. The rise in expenditure is very marked: on the training institution it rose in the quinquennium from Rs. 5,879 to Rs. 10,711, and on the practising school from Rs. 104 to Rs. 2,474. The institution had meanwhile been moved to a more commodious site; and the present buildings comprise a block of class rooms for the training institution, another for the model high school, another for the vernacular practising school, a boarding-house already much overcrowded, and a house for a resident master.

Defects and necessary developments of secondary training.

88. Such is the record of the training institution, and it would seem that all the stipulated requirements have been carried out, but the results are far from encouraging.

The demand for secondary teachers in these Provinces may be judged from the fact that during the quinquennium 613 teachers left the Department or died, and 810 were appointed. The figures for last year alone were 136 and 175, respectively. This matter has been referred to in paragraph 63.

The Superintendent of the Training Institution writes: "During the 18 years of its existence the institution has trained 273 teachers, of whom 229 have been matriculates, 18 F. A.'s and 26 graduates. Last year there were 123 high and middle schools in the Central Provinces, from which it appears that we have been able to supply an average of little more than two trained teachers per school in 18 years." There are certain minor reasons for this, *e. g.*, the reduction of the allowance given to teachers under training, and

the extension of the course to two years, both unpopular moves; and I may add the unwillingness of private school managers and many municipalities owing to want of funds to provide substitutes. But there are more important grounds. The Superintendent reports: "The cause of this state of things is to be looked for first in the unpopularity of teaching as a profession, which is due to the smallness of pay, and, secondly, in the method by which the classes are recruited. Teachers are allowed to take up appointments, and are sent afterwards, on three-fourths of their pay to be trained, and if they can manage to put in two years as teachers, the period of training is only one year. Thus there is every inducement for those who intend to become teachers to avoid the training institution at the commencement of their careers. So long as this system continues, the training institution will not be able to meet the demands of the schools."

This applies both to graduate and matriculate teachers. The Superintendent says: "The supply of a sufficient number of scholarships and a rule, strictly enforced, that no matriculate will be recognized as a teacher until he has passed through the training institution, would perhaps produce the desired effect. The only means I can think of for securing a supply of graduate students is to institute a number of college scholarships tenable by students who would not otherwise be able to study for the B. A. degree on condition that they enter the institution afterwards, and become teachers." But above all, "until the poor pay and prospects of the teaching profession are improved, it is useless to rely upon scholarships to attract candidates."

Even if the supply of students and teachers under training were made adequate to the demand, there would still remain a few desirable improvements. One useful move would be to raise the institution to the rank of a college, and to affiliate it to the University of Allahabad, putting the examination of the collegiate grade for the L. T. degree in the hands of the University, and leaving that of the rest, not to external examiners, but to the institution itself, which would take into account the student's work throughout his training. More important still is to keep the great body of teachers, and especially head masters, in touch with the institution, periodical visits of head masters to the model high school would be one way of accomplishing this: conferences are another, and much can be done by co-operation between the institution and the Inspectorate."

Primary grade. The Normal schools.

89. There are 4 normal schools in this Province for the training of male primary teachers—at Jubbulpore, Nagpur, Raipur and Akola. All these have been established for over 40 years. It is is difficult to draw conclusions from the statistics, as for various reasons these fluctuate a great deal. Thus at Jubbulpore the number of students has increased fairly steadily; at Nagpur the number of stipends has recently been doubled; while the other two are fairly steady. The total number under training last year was 351 against 247 in 1902. The period of training has gradually been lengthened until it 1903 it was fixed at two years: in Berar it is three years: at the same time the standard was raised by the abolition of the old 3rd grade certificate. This naturally caused a considerable drop in the number of passes in the Central Provinces schools that year, but there has since been a steady increase in output (Jubbulpore rose from 16 to 56). The total number of passes in 1906 was 114 against 65 in 1903, the first year of the new system. This year's results are not out, but there were 705 candidates for the male teachers' examination and 85 for the female. In Berar 37 Hindus out of 48 were successful, and also all the 11 Muhammadams who appeared. At the same time expenses have largely increased, mainly through improvements in staff and practising schools. The case of Raipur is very marked: total expenses have risen from Rs. 5,000 to Rs. 14,000 and the cost per pupil from Rs. 91-2-0 to Rs. 133-6-0. But this has been a period of rapid growth and expenditure will now be more steady. The wishes of the Government of India as to practising schools have been carried out, and each normal school now has a full primary practising school with complete staff. These schools have, with one exception now under consideration, recently been provincialized. The management of the normal schools is quite satisfactory and the

discipline and tone are good, as well as the instruction. Nagpur Normal School was visited in 1906 by two Inspectors who came from Assam for the purpose, a high compliment to its efficiency.

Standard of students.

90. The main difficulty in the way of training primary teachers in the Central Provinces is not, as in the secondary grade, want of candidates: "Every year," the Superintendent of the Jubbulpore institution reports, "we have double the number of candidates for the vacant scholarships." It lies in the poor quality of the material sent up, a complaint which annually appears in the reports. The standard for entrance, in the Central Provinces, is only the primary certificate, and the majority of boys, who pass that examination before they are 14, forget most of what they have learnt before they join the normal school at 17. Hence throughout their history the normal schools have been chiefly occupied in giving the students general instruction up to the 6th standard, and the time available for special training is insufficient to produce good teachers. Moreover, there has been a strong tendency to overcrowd the curriculum, so that the examination contains 24 sub-heads in each of which the candidate must pass. In Berar this difficulty is largely met by the fact that the minimum standard of admission is the 6th class of a vernacular middle school and consequently the passes at Akola are proportionately higher than at the other schools. But here again the school is very unpopular and few Berari boys will attend it for a course of three years with no prospect before them but that of a village schoolmaster. The number of candidates for admission seldom reaches that of the vacancies. Scholarships are always vacant and the Superintendent has repeatedly asked me to allow him to admit outsiders from the Bombay Presidency.

Demand for trained teachers.

91. It seems, then, that both the quality and number of our teachers are unsatisfactory. In spite of all that has been done, the number of uncertificated teachers (including monitors, who are supposed to be abolished, but cannot be, for lack of funds) remains unduly large even excluding Berar, which has only one-fifth of its teachers trained. In Nagpur Circle which has the best figures, there are 568 trained teachers against 383 untrained. Chhattisgarh Circle is the worst off, having 400 trained against 526 untrained Similarly, amongst the districts, Damoh has only 5 per cent of teachers untrained while Mandla has as many as 62 per cent. It is reported that Seoni will take four years and Saugor seven to supply themselves with trained teachers, and other districts are even worse off. In short the failure of the normal schools to make the supply of trained teachers equal to the demand may be judged from the following figures. The total number of vernacular teachers in the Provinces is 5,795, of whom 3,240 are unqualified. Allowing an annual wastage of 10 per cent we have therefore to replace the 3,240 and to provide annually 570. The actual output of the normal schools last year was only 114, but matters were slightly bettered by the fact that 126 candidates obtained untrained teachers' certificates.

Training classes.

92. Training classes in vernacular middle schools were first instituted in 1892. There are now 252 vernacular middle schools of which 130 are in the Central Provinces, and 67 of these have training classes, but of the 122 in Berar none are so provided. Many of the others in the Central Provinces also prepare candidates for the primary teachers' certificates, even when training classes have not been formally established These classes have a certain value: in the Nerbudda Circle they are said to be very useful, and in the Nagpur District they passed more candidates in the five years than were supplied from the normal school. On the other hand, in Chanda, only 13 candidates have passed in 5 years, and in Wardha none since 1903. Mr. Spence writes: "The annual reports bear abundant witness to the failure of these classes to accomplish the work for which they were intended. Nor is this surprising, for the masters themselves have not been educated beyond the standard up to which they are required to educate their pupils and moreover they have also the management of a large school on their hands." I do not entirely agree with Mr. Spence, and I think that if the vernacular schools to which training classes

are attached were selected with more care and the head masters relieved of some of their work by the appointment of an assistant, a good deal of excellent work might be done in training men who wish to be schoolmasters but who cannot afford to spend two years at the normal school. As a rule, however, those who pass through the training class are admittedly inferior in quality to those who have been through the rigorous training of the normal school.

Necessary developments of primary training.

93. The simplest solution of the difficulty is an increase in the number of normal schools. A normal school for each Inspector's Circle was recommended by the Education Commission as long ago as 1884, and this we had so long as the Central Provinces were divided into 3 Inspectorships, but the formation of the new Nerbudda Circle necessitates the establishment of a normal school at Hoshangabad. The Nagpur and Berar Circles each ask for another normal school, and it is evident that there should be a separate one for Muhammadans.

Mr. Spence writes further: "A possible line of development which would enable the existing normal schools to supply a larger number of teachers would be to separate the general education of the students from their pedagogical training, and, by making every candidate for the normal school pass through the vernacular middle school, permit the former to devote its whole efforts to their practical training as teachers. One year would be sufficient for this training, and this would permit the normal schools to turn out annually double the number they do at present. The difficulty (felt in Berar) of getting a sufficient number of boys to take up the middle course might be overcome by the offer of small scholarships tenable in vernacular middle schools. Existing training classes could be worked into such a scheme by being converted into feeders of the normal schools. Failing some development like the above, increased efficiency must be looked for in the direction of simplification of the course of study, by laying more stress upon the cardinal subjects of primary school instruction, leaving the others optional. This would permit more attention to be paid to practical teaching." The subject is an extremely difficult one, and the proper measures to be taken are now under consideration.

Training of female teachers.

94. The training of school mistresses has made a certain amount of progress. In place of one normal school and no training classes (total 5 candidates) in 1902, there are now two normal schools and 14 training classes (total 123 candidates). This very marked improvement is largely due to the mission societies, which manage 11 out of the 14 schools with training classes. The passes from these schools were 40 in 1906.

The Jubbulpore Female Normal School is now better staffed and equipped than it has ever been: it passed last year 9 teachers compared with 2 in 1902. Scholarships were raised in amount in 1903, and later on they were increased in number and graded. The institution is now so popular that candidates have to be refused admission. Miss Ross, under whose able management of 23 years the School had reached its present state of efficiency, took leave preparatory to retirement in the year 1906. The Amraoti School on the other hand remains very small. This is probably largely due to the independent habits of Marathi women, who do not care to submit to the rules of such institutions, but the Commissioner of Berar thinks the School has not been sufficiently advertised. This is now being done.

The training of female teachers is still a young growth. But, as a sign of progress, it is interesting to note that this year for the first time students have appeared for the primary grade 1st class (though in the first two years of the quinquennium there were six primary grade 2nd class passes) and last year for the first time a woman teacher passed the secondary grade examination.

CHAPTER VIII.

TECHNICAL AND SPECIAL EDUCATION.

Industrial.

95. Under the head of industrial education must be included not only instruction in the industries proper, but such subjects as engineering, mining, &c. "Technical Education in India," said the Government Resolution of 1904, "has hitherto been mainly directed to the higher forms of instruction required to train men for Government service as engineers, mechanicians, electricians, overseers, surveyors, revenue officers, or teachers in schools, and for employment in railway workshops, cotton mills and mines. The first call for fresh effort is now towards the development of Indian industries. Industrial schools are not numerous, nor have they done much to promote the growth of industries." In this Province the avenues to technical education have been through (1) workshops for the training of masters or men, (2) scholarships tenable within or without the Provinces, (3) the Engineering School, Jubbulpore, and the Industrial School, Amraoti, and to these may be added the Reformatory School, Jubbulpore.

Technical Scholarships.

96. Eleven students were awarded Technical Scholarships last year. Of these 8 are studying in the Baroda Kalabhawan, 1 in the Bombay Victoria Technical Institute, and 2 in the Swadeshi Mills, Nagpur. One worker in the Warora Collieries was last year selected for a Government of India Technical Scholarship tenable in England.

Engineering School, Jubbulpore.

97. The Engineering School, Jubbulpore, which trains students up to the sub-overseer standard, has been doing useful work, though it has only been able to accommodate 25 students at a time. During the quinquennium the status of the School has been improved by the well-deserved admission of the Superintendent, Mr. Unwala, to the Provincial Service, and an increase of staff. The standard of admission has been raised, only matriculates now being entered: the curriculum has been revised and a six-month's practical training under an officer of the Public Works Department added to the two-year's course of study. Special grants have been made for apparatus and books. The average cost per student is about Rs. 100. The instruction is good: in the year 1904-05 no student failed in the examinations. The usefulness of the institution is evinced by the fact, as reported by the Superintendent, "that applications were so numerous that every year I had to refuse many" and "there is now a brisk demand from me for sub-overseers and surveyors, but the supply cannot cope with the demand." In order to extend the sphere of activity of this School, it will be necessary first to increase the accommodation and staff; secondly, to increase the number of stipends; and, thirdly, to awaken the interest of the Public Works Department. The first is already sanctioned, and the School will probably be moved to more extensive quarters in another district, with increased staff. As regards the last, the School should, I think, be transferred to the Public Works Department just as the Agricultural College was transferred to the Agricultural Department.

The Industrial School, Amraoti.

98. The Industrial School, Amraoti, has carpentry, smithy and tailoring classes: but the total number of students is only 14, of whom 9 held scholarships (one scholarship being vacant). There is little to remark, except some rise in expenditure on staff and contingencies. The sale-proceeds on manufactured articles varies a good deal, but is lower now than in the first two years of the quinquennium. However, it is evident that the School does useful work from the fact that "most of the boys who have left the School have either obtained employment in shops or are independently earning their livelihood." A large sum of money was raised in Berar to erect a suitable memorial to Her late Majesty the Queen-Empress. This has been devoted to the erection of a Technical Institute in which the Industrial School will be merged. The buildings are now nearly complete.

The Reformatory School, Jubbulpore.

99. This institution was opened in July 1891. Its numbers have steadily fallen owing to agricultural prosperity and industrial developments. The boys are taught gardening, carpentry, blacksmith's work, tailoring, weaving, shoemaking and painting and cane-weaving. They are examined annually by outside experts with almost invariably favourable results. Besides their training in suitable trades the boys receive teaching in the subjects of the primary school course, and also lessons in morals and good citizenship. The boys are cheerful and well disciplined, they readily obtain good employment when they leave, seldom relapse into crime, and the number of cases in which their after career is untraceable is steadily falling. The Superintendent, Mr. Greany, and his Deputy, Mr. Datey, have done extremely good work in what would appear to most minds a very unpromising field.

Mission Industrial Classes.

100. Besides these recognised institutions there should be mentioned the industrial classes managed, generally with much success, by the various missions. There are eight of these in the Jubbulpore Circle alone. They teach such employments as carpentry, tailoring, weaving, blacksmith's work, &c., and turn out some very good articles. At Bhandara one of the mission houses was almost entirely built by the orphanage youths under proper supervision. The workshops of the Alliance Mission at Akola turn out the best tongas in the Central Provinces, and the Deputy Commissioner, Hoshangabad, reports that the Rasulia Workshops near Hoshangabad have raised the style of carpentry in his district to an almost European standard.

Methods o developing industrial education.

101. It is disappointing that, when such work can be done on a small scale, the recent attempt to establish an Official School of Handicrafts in Nagpur should have met with no popular support. The Government of India in 1904 said that "technical instruction must rest upon the basis of a preliminary general education of a simple and practical kind, which should as a rule be imparted in schools of the ordinary type." This should begin with general hand-and-eye training of the school boy, emphasising such subjects as drawing, &c., and leading to a "modern side" in our high schools, in which the system should be still further developed. This scheme is concerned rather with the higher grades of industrial work, but to foster hand industries and local enterprise, some provision might be made in our primary system, whereby the agriculturist could pick up something of tailoring, carpentry, &c. The Inspector, Jubbulpore Circle, recommends some such course "with a corresponding simplification of our present curriculum, which appears largely based upon the supposition that all boys are going to be banias, and therefore need to be expert in complicated systems of account-keeping."

Mining.

102 In view of the great future that lies before the mining industry in this Province, the establishment of a mining college has been suggested. But at present it would seem sufficient to extend slightly the curriculum of the Engineering School. Moreover, it is hoped that the Victoria Technical Institute may be brought into touch with the local mining industry, a post-graduate course, including practical mining, being a possible method.

Agricultural training. The Agricultural School, Nagpur

103. Agricultural education divides itself into two heads—direct instruction in agriculture, theory and practice, for those who are intended either to make their living from the soil or to share in agricultural administration; and secondly a less direct training for those whose business is to educate an agricultural population. For the former purpose are intended the Agricultural College and Malguzari Class in Nagpur. It has been stated that in the past Agricultural Schools "have neither produced scientific experts nor succeeded in attracting the land-holding classes to qualify themselves as practical agriculturists." And certainly the progress of the Nagpur Agricultural School has not been encouraging. Numbers fell from 17 students ten years ago to 11 in 1902 and (in spite of one subsequent rise) to 8 in 1907. The students are trained for appointments in the subordinate Revenue and Settlement Departments and Court of Wards, but the fall in

numbers is not arrested in spite of the reservation of half the Naib-Tahsildarships to Revenue Inspectors who are passed students, the institution of scholarships tenable at the Poona College of Science, and the opening of the railway from the northern districts. However, the institution has now been turned into a college and has been transferred wholly to the Agricultural Department. A European Principal and Agricultural Chemist have been appointed, and expenditure has been increased from Rs. 2,689 to Rs 7,253. The establishment of an Imperial Agricultural College, which is contemplated by the Government of India, would also probably attract higher class students, who would use the Provincial College as a stepping stone. If the starting pay in the Settlement Department is now raised, this should become a large and prosperous institution.

The Malguzari Class attached to this School is intended to teach scientific agricultural methods to young landowners. But here again advantage is not taken of the opportunity. The numbers fell during the year from 16 to 10. Hence it becomes a very expensive form of education. Each pupil costs annually Rs 219-4-9, or nearly two-thirds of the cost of a student at the Government Arts College. The Vice-Chairman of the Akola District Board is of opinion that there is a good opening for one or more Malguzari Classes in Berar. Seeing that the Berar landholder is considerably better off than his brother in the Central Provinces, it is probable that such classes would be more successful there than in Nagpur.

Normal Agricultural Class, Nagpur.

104. The numbers, which are now 104 per annum, divided between two half-yearly sessions, have remained about the same throughout the quinquennium. The average cost per pupil has slightly declined from Rs. 38-2-1 to Rs. 31-7-6.

This class, attached to the Agricultural School, is intended to teach the village schoolmaster enough elementary science to enable him to teach intelligently the school agricultural lessons. The course is for six months, usually taken in addition to the Normal School course. Mr. Sly, when Inspector-General of Agriculture in 1905, objected to this system that the Education Department aimed at a dual object, and that "the chimera of attempting to introduce improved agricultural methods by the agency of schoolmasters should be wholly abandoned and the training confined to the single purpose of producing schoolmasters equipped with a full knowledge of the methods of nature study." This idea seems sound if nature study is based on agriculture. The only difficulty is to get a capable teacher, and I think that we shall probably have to obtain one from England for the Training Institution, Jubbulpore. He could then prepare teachers for the minor normal schools.

Law Classes.

105. The number in the Law Class, Jubbulpore, has risen from 9 to 15 during the quinquennium, but was 17 ten years ago. The total annual cost is Rs. 1,200, rather less than half of which comes from fees. Recent proposals have been submitted for the reorganisation of the class, as examination results are not satisfactory (only one candidate passed the LL. B. in 1905-06), and as the University has materially stiffened the course for the degree. The Law Class attached to the Morris College, Nagpur, had 28 students in 1902, 30 in 1906, and 23 in 1906-07. This falling off is the more to be regretted, as two lectureships, occupied by gentlemen of high legal standing, were instituted in 1906. There appears to be some idea that law students in the United Provinces have better chances of success at the examinations, but the probable reason is that the new arrangements will take some time to be fully appreciated, students having got into the habit of going elsewhere. A special grant of Rs. 4,000 was made by the Local Administration during the year to put the Law Classes on a proper footing.

Medical Scholarships.

106. The Medical Scholarships offered by the Local Administration are by no means popular, and it is very difficult to get suitable candidates, partly owing it is said to the smallness of the scholarships, but still more to the poor prospects of the subordinate medical profession. In reference to the former complaint the scholarships

tenable at the Patna Medical School have been raised from Rs. 6 to Rs. 10 rising to Rs. 14, but apparently without any sensible effect. There were 23 stipendiary students studying at the Patna Medical School, of whom 7 passed their final examination in April last, and 1 is still studying at Hyderabad, 5 having passed in April.

Art.

107. There being no School of Art in the Province, the high, middle and normal schools take the 1st and 2nd grade examinations of the Bombay School of Art. Many of the schools show very satisfactory results, the normal schools being usually most successful; and several masters each year receive the prize which is awarded for passing more than 10 students. For those wishing to proceed to the 3rd grade examination, for which further instruction is necessary, there is a Browning Memorial Scholarship tenable for two years in the Bombay School of Art.

CHAPTER IX.—FEMALE EDUCATION.

Numbers of Schools and Scholars.

108. As separate total figures for native girls' schools are not given in the tables, these are produced below:—

	1901-02.	1902-03.	1903-04.	1904-05.	1905-06.	1906-07.
Schools ...	170	167	213	224	241	269
Pupils ...	7,774	8,340	11,068	11,855	12 267	13,782

The total increase has been 58 per cent in schools and 77 per cent in pupils. This increase has been steady throughout: of course it is most marked n the year of the amalgamation with Berar, which took place about the same time as the provincialisation of girls' schools in the Central Provinces, though they were not provincialised in Berar until a year later. Moreover this progress appears to have been pretty fairly distributed through all parts of the Provinces. Some backward districts, such as Betul and Chhindwara, are said to show but little progress: on the other hand, in Mandla attendance has increased 400 per cent during the quinquennium. Narsinghpur is specially mentioned as being the leading district in respect of female education in the Provinces. Average attendance is, naturally perhaps, not as high as in boys' schools: for example, one district (Bhandara), which shows 71 per cent, is mentioned as good. Low attendance is often due to the names of incorrigible absentees being kept on the books, for fear that, if they were struck off, "many children would be purposely kept away so that their names might be struck off, a large number of parents being only too glad of an excuse." However, it is satisfactory to learn, from the Inspectress' Report, that "attendance is becoming much more spontaneous. A few years ago the girls were practically paid to attend school. During the last two years this has been almost entirely stopped."

109. The increase in number of girls' schools might be expected to result in a decrease in the number of girls attending boys' schools, but whilst in 1902 these numbered 3,003, now they are 5,213. As the girls' curriculum is different from that of the boys', schools for girls only are a desideratum, but the attendance of girls at boys' schools is generally the first public manifestation of a desire for female education, and therefore an increase of girls in boys' schools, accompanying the withdrawal of girls from such schools when special girls' schools are established in the neighbourhood, is a very pleasing sign of progress.

Management.

110. At the beginning of the quinquennium local bodies and aided societies divided the girls' schools about equally between them. The former now practically take no share in female education. At present nearly 70 per cent of the girls' schools are departmental and the rest are mostly aided. It is noticeable that girls' secondary schools are

almost all maintained by mission societies, which make a special feature of female education. Of the 33 at present existing, all but 5 are aided schools.

Stages of instruction.

111. So far no high school for native girls has been started. Five years ago there was only 1 Anglo-Vernacular middle school: now there are 5. The Inspectress reports that "in 2 of these the pupils come mostly from Native Christian homes and a few from Hindu homes, at 2 others the pupils are all famine orphans. It seems to me that it is not much use giving famine orphans such an education. The girls who attend from their own homes are usually much quicker in picking up English, and are able to make use of it when they leave school. In my opinion the best work in teaching English is done in those missions in which the girls learn the language colloquially after passing the primary examination, their ordinary studies being continued in the vernacular." Outside the missions there is no Anglo-Vernacular girls' school: there seems more opening for one in the south and west. Miss Haes says: "I have often been asked by Maratha gentlemen if a Government Anglo-Vernacular school could not be opened for Hindu girls: in the Hindi-speaking districts I have not come across a single Hindi girl doing Anglo-Vernacular work, or showing a desire to do so."

112. Of vernacular middle school work the greater part is also done by the missions, whose "famine orphans are now growing up in the schools," whereas in Government schools the majority of girls leave quite early. The number of schools has risen from 10 to 21, of which 16 are aided. "The Government girls' schools have very few girls in the 5th class, and make slow progress. The 16 aided schools, which are all managed by mission societies, are doing useful work. Ten of them have training classes attached." However, there is considerable hope for improvement in the Government girls' schools as the system of scholarships has been reorganised, with a view to encourage girls to take to the teaching profession. The Lady Superintendent, Female Normal School, Jubbulpore, says of these scholarships: "They will encourage the girls to continue their studies right up to the normal class. At present the women come to be trained having almost entirely forgotten what they had learnt at school."

113. Primary schools show a satisfactory rise in numbers. The famine orphans, for whom many mission schools were started, are by now mostly grown up, and the schools may soon cease to exist, or will have to change their character. At present the aided schools number 62, and the departmental schools 175, or rather more than the total number at the beginning of the quinquennium. Natural expansion is responsible for some of this, but there has been more general efficiency since the appointment of a special Inspectress. The primary curriculum has been revised, and a half-time system instituted for girls who intend to stop at the primary standard. Of the special subjects for girls, Miss Haes reports that needlework continues to be very poor in most schools. The Assistant Inspectresses are, however, doing a great deal to improve the teaching of this subject. "Some attempt has been made to introduce hygiene and physiology in the schools. Books of action-songs have been distributed, and the subject is generally popular. Native games are played with much enthusiasm in some schools by quite big girls." Another change is the introduction of infant classes in all primary schools. From the point of view of the teacher this is very important as it has added a very unmanageable element to the school population. The old rule in the Manual which allows only one teacher to 40 pupils is obviously absurd when perhaps 20 of these are infants needing constant supervision and the rest are divided into four classes needing constant teaching. There are about 400 women and girls receiving elementary instruction in their own homes from missionaries.

Buildings.

114. Since the provincialisation of girls' schools, all local bodies (except a very few who stand out for compensation) have handed over their girls' school buildings to the Department. Besides this a considerable number of new buildings have been erected during the quinquennium—8 during the last year. The new standard plan issued by the Department, after a few small modifications, will be very suitable for girls' schools, but at present the want of buildings is a great impediment to the spread of primary female education and accordingly the major part of the special

grant of Rs. 30,000 made to female education in 1905 was devoted to the construction of school-houses. The difficulty of obtaining sites and teachers made progress slow at first, but more rapid advance is now anticipated. The question of teachers' quarters will have to be considered in the near future.

Teachers.

115. "During the quinquennium," the Inspectress states, "there has been a vast improvement in the status of the teachers and in the desire among the women themselves of prosecuting their studies further. I think this is due almost entirely to the fact that since the schools have been provincialised and the graded service improved, the teachers realise that good work will be recognised and promotion given, whereas before it mattered little what their qualifications were, the pay of each post being fixed." The changes mentioned have doubtless improved the service considerably. Nevertheless there are still 52 head-mistresses drawing only Rs. 10 per mensem. "The highest pay drawn is Rs. 30 and there is a great need of a few posts on Rs. 40 and Rs. 50, in order to attract to these Provinces some well-educated Indian women." Another very necessary reform is the substitution of women teachers for men. At present out of 244 teachers in the graded service for girls' schools 118 are men. The latter are frequently retired schoolmasters who are past their work. The dearth of women teachers is greatest in the Marathi districts, and is likely to continue for many years. A further difficulty which the Inspectress has to meet is that of finding occupation in the same place for the husbands of female teachers, and I am sorry to hear that the municipalities give but little assistance in this matter. District Councils, on the other hand, have been most helpful. The training of women teachers has been considered in Chapter VII. I may mention here, however, that Miss Haes reports a very marked progress in the staffing of mission orphan schools—

(1) By the substitution of trained women teachers for the old Pandits.

(2) By the placing of many of these institutions under the management of trained European or American teachers.

Summary and prospects.

116. "The ideal we are aiming at," it was said in the last Annual Report, "is a system of girls' schools properly housed, staffed by female teachers, visited by the ladies of the locality, and under female inspection." The attainment of this ideal depends largely upon public support. Miss Haes says: "Even during the two and a half years I have been here I have seen a remarkable change in the attitude of the people towards the education of girls. The mothers of girls are taking much more interest. This has only been possible since some of the girls' schools have been handed over to women inspectors. Evidently this step has already given the women confidence." This enlistment of the mothers on the side of education is doubtless a great step. But progress has to be circumspect. "With regard to opening new schools it seems useless to do so in any village, unless there is a real desire among the people for a girls' school. The most satisfactory new schools are those which are first started by the villagers. But there is a difficulty about keeping these going until they are able to earn a grant. It therefore seems that some system of grants-in-aid should be instituted by which schools just started should receive a special grant (provincial) even though they cannot conform to the rules laid down." One of the main hindrances to the development of female education has always been the want of efficient teachers. The remedy lies in appointing more assistant inspectresses to counteract the bad effects of ill-educated teachers. If this were done, there would be better prospects for newly started schools of the kind mentioned above: and it appears to be along some such lines that the development of female primary education will in the future have to lie.

CHAPTER X.—EUROPEAN EDUCATION.

Introductory.

117. A European is defined in the Bengal Code as "any person of European descent, pure or mixed, who retains European habits and modes of life." In practice this rule has had to be leniently interpreted in these Provinces, and not only Eurasians, but Goanese, Parsis, and even Native Christians have been included. A rigid

interpretation would exclude 7 per cent of present pupils, including children of many respectable English-speaking people. The rule is, however, strictly enforced in the case of candidates for scholarships.

Number of schools and scholars.

118. The education of Europeans is almost entirely in the hands of the mission societies. Out of the 18 schools (as against 16 in 1902) 11 are managed by the Roman Catholic Church, 5 by the English and only 2 by the Bengal-Nagpur Railway. Three of the others are also practically Railway Schools. The number of pupils and attendance are practically the same as five years ago. In considering the proportion of scholars to children of school-going age, the 15 per cent basis appears inapplicable, but it is reckoned that there are few or no Europeans of school-going age who do not attend school. Under the new Code it will be possible to arrange (accordiug to the wishes of the Government of India) that isolated children in out-of-the-way places shall be sent to the nearest school wholly or partly at Government expense. The new schools established during the quinquennium have been one at Pachmarhi and one at Badnera, and an old one has been revived at Saugor. The most flourishing schools (where none are very flourishing financially) are the Roman Catholic schools, that of St. Francis de Sales' at Nagpur being the largest of all.

Administration.

119. As regards administration European schools were under the Inspector, Nagpur Circle, until 1905, when Mr. Covernton was appointed Inspector of European Schools for Bombay and the Central Provinces. He inspects the Central Provinces schools twice in a year, whereas they were previously seen only once. The new Code, which was expected in 1903, was delayed until 1906-07, and up to the present the curriculum for study and examinations has not been finally sanctioned.

Finance.

120. Under the new Code the grants have been reassessed and increased, made annual, and fixed for a term of years. Supplementary grants were also given for buildings, furniture and salaries. The Bishop's High School, Nagpur, is still financially very weak and is only kept in existence by a liberal special grant. Fees in high schools range from Re. 1 to Rs. 6: in the smaller schools from annas 8 to Rs. 3. The scale of fees is only about half that paid in the best European schools in the Bombay Presidency, but it is impossible to raise them further.

Staff.

121. The number of teachers has slightly increased and there are more than twice as many women as men: but 65 per cent of the pupils are in the primary stage, during which stage the Inspector considers that women are by far the most efficient teachers. The inadequate qualifications of teachers was pointed out in the Government Resolution of 1904 as one of the main defects of the European school system. Out of 115 teachers in these Provinces, only 8 are graduates and only 7 in any way trained, except a few Sisters with the French Brevet. As regards the general standard, it can only be improved by recruiting from outside, and this simply cannot be done on the present scale of salaries. The income of assistant teachers ranges from Rs. 100 down to Rs. 20, and the average pay of the head mistress of a primary school is only Rs. 70 with free quarters. As regards training, managers are beginning to send up more teachers for what was called the proficiency certificate under the old Code, but there is no institution for training teachers in the Central Provinces, and most of the defects ascribed to our teachers may, in the Inspector's opinion, be traced to this want of training.

Buildings and equipment.

122. Buildings are for the most part satisfactory, and equipment has been considerably improved by the liberal grants of last year. Ten schools have boarding-houses. The main requirements are school libraries and science apparatus. As regards the latter only one school has anything like a suitable equipment.

Instruction and Examinations.

123. Of the 18 schools, 7 are high schools, 3 teach all middle standards and 8 not above standard five. Owing to the delay in the issue of the new Code the schools have continued throughout to work under Schedule I A of the Bengal European Code. Hardly any Europeans or Eurasians seek university training. Only 5 have obtained degrees

during the quinquennium, and a few go to Rurki College. St. Francis de Sales' School has now started a class for the F. A. Examination of Allahabad: it contains 7 pupils. The examinations usually taken are the European primary, middle, and high standards and the Allahabad (formerly Calcutta) matriculation. Comparison of last year's results with those of 1902 shows a slight improvement in all standards above the primary, but a decrease of passes as compared with the previous quinquennial year, 1897. Possibly more candidates will appear now that the scholarships have been raised, the primary and middle in number from 8 to 13, and in value from Rs. 5 and 8 to Rs. 8 and 12 respectively; also two high school scholarships of Rs. 20 for 2 years, tenable at any institution approved of by Government, have been established. Under the new Code the primary examination of schools has been abolished in favour of an examination *in situ*, but a primary scholarship examination has been retained. Physical instruction is given in all schools to both boys and girls. Four schools have cadet corps with a combined strength of 108 efficient cadets, drawing a Governmen- grant of Rs. 426.

Prospects.

124. The obstacles which throughout have stood in the way of European education are lack of funds and lack of qualified teachers, the latter being a necessary result of the low scale of salaries. With liberal assistance from Government some provision for training could be made, both in Nagpur and Jubbulpore, by normal classes attached to the most important schools, but possibly the new Training School at Sanawar which has just been established will remedy the defect. There remains the question of salaries. Little assistance can be expected from the Church Societies themselves. The Bishop's High School, Nagpur, is only feebly propped up by repeated special grants: and the hitherto flourishing Roman Catholic schools are beginning to feel the effects of the religious disturbances in France. The necessity of all these schools to turn to Government for their future support will in all probability end in their ultimate provincialisation, or at least a great modification in their management.

CHAPTER XI.—MUHAMMADAN EDUCATION.

Progress of the quinquennium.

125. In the last quinquennial report it was said of Muhammadan education that "the figures are discouraging: little or no progress has been made in the last ten years." The number of Muhammadans being educated in that year was 10,114, or 7 per cent of the total number of children at school. By the addition of Berar in 1903, the numbers were raised to 17,504; but the number in the Central Provinces continued to fall both that year and the next. However, since 1905 there has been more progress, especially during the past year, and the total has now reached 21,634. Of this number 9,097, or 42 per cent, are in Berar, where Muhammadans constitute 7 per cent of the population, as against 2·7 in the Central Provinces. Though this rise in the total of Muhammadans is in some parts not so rapid proportionately as the rise in the total number of scholars, yet it is to the credit of the Muhammadans that their percentage of boys at school compared with those of school-going age is twice as high as among Hindus, being 40 or even 50 per cent (Nerbudda Circle shows 52 per cent).

Difficulties of Muhammadan education.

126. The chief difficulty which besets the education of Muhammadans in the Central Provinces is the necessity for the provision of separate schools. The Muhammadans are numerically so inconsiderable that they are usually compelled to read in Hindi or Marathi schools. For instance, in Nagpur Circle, where there are over 3,000 Muhammadans being educated, the special Urdu schools number 1 English middle and some 6 primary schools, which certainly do not total over 500 boys. But the provision of separate schools, which alone are of real value, for a community so small and so scattered, is naturally very expensive. This applies still more to Anglo-Urdu schools: and it is for this reason that the great majority of Muhammadan boys never go beyond the primary stage. In the five years before 1902 only 12 passed University Examinations and even now there are only 11 at College

Muhammadan education in Berar.

127. In Berar matters are better than in the Central Provinces. There are now 100 primary schools with 6,000 scholars, against 80 with 4,000 scholars at the beginning of the quinquennium. A separate Deputy Inspector of Hindustani Schools was appointed in 1873, and also a Sub-Deputy Inspector in 1903. Provision is also made for training: the Training School at Akola has a Hindustani side, but as it has only one class and no practising school, this is not by any means adequate. It should be put on the same footing as the Marathi side of the school. The trained masters moreover are paid low salaries when they go out into the schools, for these suffer badly from lack of funds, being sometimes left out in the cold in matters of finance. Apparently in Berar the Hindustani schools got no benefit whatsoever from the special grant made by the Government of India for the improvement of primary education. It would therefore be a great advantage if a separate budget provision were made for Hindustani schools. In Berar Anglo-Urdu education has made good progress: where there were 4 Anglo-Urdu schools with 135 scholars in 1902, there are now 8 (5 of them being Anglo-Urdu classes attached to Anglo-Marathi schools) with 261 scholars. Still this is not satisfactory when one takes into account the small effect produced upon the bulk of the Muhammadan population. Out of a total number of 6,000 boys at school, practically only one passes the Matriculation annually. This is ascribed to the difficulties experienced by Muhammadan boys in studying along with Hindus and under Hindu teachers in the two High schools of Berar. In other respects, Berar is doing fairly. Girls' schools have increased by 62 per cent during the quinquennium, and are becoming more popular. The establishment of Anjumans is also a hopeful sign of progress: and in general the appointment of Mr. Nizam-ud-din Ahmad as special Hindustani Deputy Inspector ten years ago has been amply justified by both an increase in schools and scholars and an increase in public interest in education.

Summary.

128. To the obstacles in the way of Muhammadan education already mentioned must be added the fact that the Muhammadans lay great stress on the teaching of the Koran and religion during the school-going age, and they carry this so far that they object to their children being taught even secular subjects by Hindu teachers This makes it difficult for them to join Hindu schools, and hence very little progress can be expected. In Berar we can do much by establishing more primary schools, increasing the number of Anglo-Urdu classes, and finally establishing a high school, but in the Central Provinces little can be done in the shape of primary schools, and Anglo-Urdu classes would be successful in very few places On the other hand a high school might well be established in Nagpur by raising the standard of the Anjuman middle English school, and Muhammadan hostels might be added to Hindu schools. In discussing the matter with Muhammadan leaders, I have urged on them the necessity of having correspondents of their Anjumans in every place where a few Muhammadans are residents, to impress upon their co-religionists the advantages of higher education. I am inclined to think that a special officer for the Central Provinces might easily repeat the good work done by Mr. Nizam-ud-din Ahmad in Berar. The supply of teachers in the Hindustani side of the Akola Training School is only 10 every two years and I have called for proposals for increased facilities of training. Probably a separate Muhammadan training institution will have to be established.

CHAPTER XII.—FEUDATORY STATES.

Education in the Feudatory States.

129. The Feudatory States are now as follows :—

Baster, Kanker, Nandgaon, Khairagarh, Kawardha, Chhuikhadan, Raigarh, Sarangarh, Sakti, Udaipur, Sirguja, Jashpur, Korea, Changbhakar and Makrai. The last of these is in the Hoshangabad District, and is under the Deputy Inspector of the Harda Range. The remainder are all under the jurisdiction of the Agency Inspector of Schools for Chhattisgarh Feudatories. Statistics are useless, as 5 States were handed over to Bengal with the transfer of Sambalpur District in 1905, and 5 others received in return. The 4 States—Sirguja, Jashpur, Korea and

Changbhakar—are not yet in a position to submit returns. The report of the Agency Inspector, therefore, deals, only with the first ten of the States mentioned above.

130. Good progress has been made in all these States, Kanker alone showing a slight decline in numbers. The most marked advance is shown by Raigarh, which during the past year has added 3 new schools, increased its scholars by 92 per cent, and occupies the first place as regards percentage of attendance. It is satisfactory to note that average attendance is now 73 per cent, a very fair figure: and (based on the average monthly numbers) it is as high as 83 per cent in English schools and 77 per cent in girls' schools—both very good averages. Similarly, the percentage of children of school-going age at school was 12, which compares well with the rest of the Provinces.

131. Expenditure has increased proportionately, and has largely gone towards increased salaries of teachers It is noticeable that 30 teachers passed the certificate examination in 1906, whereas none did so in the previous year.

132. Instruction is given in all grades up to that of the high school, of which there are two—Raigarh and Khairagarh. The attendance in these two schools was 91 per cent. Schools of all other grades are also reported as satisfactory. There are a large number of girls in boys' schools, so that the total number of girls being educated is not 658, as appears in table III, but 1,958. Mr. Ganpat Lal Chowbe has been Agency Inspector throughout the quinquennium and his work has been well spoken of by both Mr. Laurie, the Political Agent, and Mr. Phillips, the Commissioner of the Chhattisgarh Division There are 7 Deputy Inspectors working in 9 States: for Sakti and the 4 States not reported on the arrangements are not yet complete.

The Rajkumar College, Raipur.

133. The Rajkumar College continues to make good progress. Last year there were 23 boys on the rolls, representing 19 different States and Zamindaris of the Central Provinces, Bengal (including Chota Nagpur and Orissa) and Eastern Bengal and Assam. The Government of Eastern Bengal has promised a grant of Rs. 1,000 for 5 years; the Bengal Government contributes Rs. 2,000, and the Central Provinces Administration Rs. 8,000, besides special grants. Last year the largest special outlays were for new messing quarters and science apparatus The staff, which has been increased by one last year, now consists of the Principal, Mr. G. D. Oswell, and eight assistants. The appointment of the new 1st Assistant, an M. A. of Calcutta with honours in English, is reported as most successful.

There has been correspondence, which is still going on, concerning the curriculum. It is hoped that it will culminate in the result which the College desires, namely, the recognition of its Final Examination by the Government of India, as in the case of the similar colleges at Ajmer, Lahore and Rajkot, and the issue of a diploma, which the University will accept as equivalent to its Matriculation Examination. This is the more desirable, as the work of the College, at the instance of the Local Administration, was dissociated from the University course in 1903. Progress in studies is quite satisfactory, English conversation being specially successful. Besides the usual curriculum, lectures and readings are given in historical and other subjects. It has been found impossible to keep up the experimental farm, but a practical course in zamindari accounts will be substituted. A peculiar feature of this institution is that religion forms part of the curriculum. A religious text-book has been compiled and has been approved of by all the Chiefs. This is read in class under a well qualified teacher

Much attention is paid to gymnastics, games, riding, &c., and an impetus was given to these pursuits by the presentation by the late Chief Commissioner, the Hon'ble Mr. J. O. Miller, of an annual cup for sports. Other annual prizes have been given by Mr. Womack for general progress) and Mr. Laurie (for English junior classes).

Discipline has always been very good, and the gentlemanly behaviour of the boys was noticed by the Inspector. This excellence is attributed by the Principal partly to the influence of the masters out of school, partly to the religious instruction.

It is hoped that, when funds permit, the superior staff will be increased by the addition of a European assistant in the Indian Educational Service.

CHAPTER XIII.

DISCIPLINE AND MORAL TRAINING.

Introductory.

134. The Government of India have decided that, although it has been noticed frequently that "the extension in India of an education modelled upon European principles and, so far as Government institutions are concerned, purely secular in its character, has stimulated tendencies unfavourable to discipline, and has encouraged the growth of a spirit of irreverence in the rising generation," yet "in Government institutions the instruction is, and must continue to be, exclusively secular. In such cases the remedy is to be sought for in the influence of carefully selected and trained teachers, the maintenance of a high standard of discipline, the institution of well managed hostels, and above all in the association of teachers and pupils in the common interests of their daily life" Here we have four definite lines of action, each of which has to some extent been followed in these Provinces.

Influence of teachers.

135. Opinions seem to differ greatly as to the influence of the masters in Indian schools. Where a master combines great learning with tact and kindliness he has, I believe, more influence in an Indian school than in an English one; on the other hand if he fails in any one of these three great qualifications he is liable to treatment by his pupils which in England would be punished by wholesale expulsion. This points to the fact that in India respect and reverence are paid to persons rather than to offices. The Indian student, however he may bow to power and force, always claims what in England would be thought absurd, *viz.*, the right of freely criticizing his masters. Under the circumstances discipline in the English sense of the term is practically non-existent, and hence the numerous petty outbreaks in Indian schools, which lead to serious consequences if not handled with tact and kindliness as much as with severity. A good instance amongst our schoolmasters of the right kind of man is Mr. Talwalkar, Head Master, Amraoti High School.

136. The political agitation now disturbing India has found its way to a certain extent into our schools, and a curious result of the new hostel system is that it has gathered boys together in a way which admirably serves the purposes of agitators, as, outside their school work, the boys are but ill-provided with amusements. Disturbances based on political grounds have occurred at Amraoti and Yeotmal within the last two years, and have demanded serious notice at the time. This is, however, I hope, only a passing phase, and when it passes we shall again find the Indian student quiet, respectful and studious as he has been in the past. Moral offences in schools and hostels are extraordinarily rare, and possibly the most serious offence is cheating in examinations. This is not unknown in other countries, but in India it appears to be considered more venial by the general public, since the object of cheating when it does occur is generally to enable a poor boy to obtain Government service, and not to obtain an undue advantage over a school-fellow. I am glad to find that in the cases reported to me head masters have generally inflicted punishments which in my opinion are unnecessarily severe, for this disposes absolutely of any idea that they, as a body, wink at the offence.

137. Whatever the influence of the masters, that of the parents is naturally infinitely greater, but I regret to say that very few parents take any interest in the monthly conduct reports sent them by the teachers. If Government officials would ask to see these reports when candidates for employment appear before them, it would do much to impress upon the parents the necessity of co-operation with the teachers of their sons.

138. On the whole, I am inclined to think that the behaviour of the boys and the students in the Central Provinces is, with a few exceptions, decidedly good. In colleges, serious breaches of discipline are practically unknown, and the Jubbulpore College is said to compare favourably with those in Bombay in this respect. At the Morris College there have been signs of a spirit of irregularity and insubordination, which are already disappearing under the European Principal.

Hostels and tutorial system.

139. The establishment of hostels above referred to was one of the aids to discipline suggested by the Government in 1887. For various reasons, especially the paucity of schools, the hostels in these Provinces have acquired no small popularity: the numbers have increased from 44 to 67; and the number of boarders has doubled. They are usually found to be full to overflowing, and a large increase in their number in Berar is expected during next year. Their advantages in spite of the great cost of living clearly outweigh the natural objections of the Indian student to the restriction of his liberty out of school. And if they are properly looked after (as they usually are, though occasionally we find the rule as to a resident master being neglected) they exercise a good influence. It has recently been decided to make living in the hostels cheaper, and to place all the servants—an obviously necessary reform—under the control of the head master. For those students who live out of the school the tutorial system was instituted in 1902. By this system a number of the boys were placed in the charge of each master, and the master was supposed to visit his boys frequently in their homes. This arrangement was found distasteful by both sides, the parents treating it as *espionage*, and the junior teachers considering it an unfair deprivation of their leisure. But the system has lately been simplified and is now said to work smoothly. The prefect system in the English sense of the term (though mentioned in Mr. Nash's 1892 Report) is non-existent in the Central Provinces. The so-called prefect is really a substitute for a resident master and is paid—by remission of fees—for his services.

Association of teachers and pupils.

140. Better than the tutorial system, so often unwelcome, would be a genuine unity of outside interests between teachers and pupils, and assistance rendered to pupils by teachers. This is noted by the Principal, Morris College, as the one remedy for the dicipline difficulty, and Mr. Candy (Berar) says "one point in which Indian masters fail ..... is that not one in a hundred shows any interest in the boys out of school." The reason appears to be that the older masters were at school at a time when games and athletics were not considered essential as a part of school life, whilst the younger masters, who, however, are taking an increasing share in the general school life, are so badly paid that they have to spend their leisure in private tuition or some other remunerative employment.

141. It appears, then, that the success of all the existing aids to discipline and moral training is very incomplete. Nor can much be expected from the study of moral text-books of the type of Æsop's Fables, or even from biographies. There is always wanting the inspiring influence of a definite religious spirit. I firmly believe that so long as our teaching of morality and discipline in Indian schools has no basis in religion we may go on talking about school discipline, but we shall never have it. In the London *Times* of the 25th December 1906, the article on Indian Affairs—Secular Education—concludes as follows:—

> "The lesson which Englishmen may draw from the experience of secular education in India is that it is not wise to abolish religious education until some substitute for it has been found with which the idea of duty could be associated."

We are now officially searching for a substitute.

CHAPTER XIV.

PHYSICAL TRAINING.

142. The importance of this subject is increasingly recognised. The system of *deshi kasrat*, for which Mr. Ganpat Lal Chaube, now Inspector of Schools in the Feudatory States, prepared a manual in 1897, is now universal in our schools. It was introduced into Berar in 1904, and an exhibition was given at the Amraoti Conference that year by students from the Nagpur Normal School. The general appreciation of the system is shown by its recent introduction into Bengal, Assam and the United Provinces. Mr. Mitchell (Nerbudda Circle) objects that *deshi kasrat* does nothing for deportment, in which I agree with him; but

there is, as he says, no doubt that the general physique of the primary school boy has by this form of exercise sensibly improved. In Berar there is a system of "Circle Gymnasts," one for each taluq. Seeing how inefficiently some masters teach drill and *kasrat*, this would be an advantage in the Central Provinces also. When a boy attends an English middle school, he also learns a certain amount of English gymnastics. These are more or less efficiently taught according to the abilities of the instructors available. At many middle and high schools drill, &c., are taught with a quasi-military precision, which is a most useful factor in forming habits of discipline. Gymnastics proper are compulsory in all middle and high schools; but unfortunately in colleges there is only a very small minority of students which keeps up the practice. In Nagpur and Jubbulpore this form of athletics is encouraged by the presentation of an annual gymnastic medal competed for by certain schools or colleges. Entries are very few, but a high degree of proficiency is often shown.

English games, such as cricket and football, and to a less extent hockey and tennis, are more or less fitfully played from middle schools upward. It is a healthy sign that interest in these seems to be increasing; at times a most promising keenness is visible, and it is a pity that such games are only played by the few. The chief obstacle is lack of funds for purchasing apparatus, especially in schools. Ground also is not always obtainable: the Morris College is badly in need of an extensive playground. It is satisfactory to note that the Deputy Commissioner of Akola has given a playground to the High School. There is also no doubt a certain moral effect obtained from the institution of games clubs such as the Field Games Association at Jubbulpore (the Principal hopes to start a games club in the Morris College); or over a wider area, as the Berar Athletic Association. Such institutions teach the student to "hang together" and think of his side or party rather than of himself. A feeling of patriotism towards his school is much advanced by the periodical competitions and sports which are held at various places. At Bandrabhan, near Hoshangabad, two challenge shields are competed for by all the Anglo-Vernacular schools in the division: last year there were 600 competitors for the different events. Such meetings are held in many places: there was even a small one at so remote a place as Sironcha on the occasion of the visit of the Divisional Commissioner in January 1906. For the furtherance of all these objects the main requirement is more money, but Government allows travelling expenses to the teachers and boys who are deputed to attend.

CHAPTER XV.

CONFERENCES.

143. Throughout the quinquennium District Conferences of Masters have been held fairly regularly by Deputy Inspectors in all the circles, and in Berar there has been an organised system of small gatherings (as many as 64 in number) called sub-conferences. In these meetings, matters concerning the primary schools are discussed, such as curriculum, holidays, &c., and practical illustrations of methods of teaching are given. It is pleasing to find interest taken in these proceedings by outside authorities, as in Betul and Saugor, where last year the District Council gave prizes to masters for the best essays and lessons. Circle Conferences have been generally held only during the last three years. Berar has held them regularly, the Nerbudda Circle for the past two years, and last year all circles, except Chhattisgarh. These larger gatherings of Deputy Inspectors and Masters, under the Inspectors of Schools, afford opportunity for lectures and essays on subjects of educational interest, besides discussion of administrative questions, and examples of practical teaching. Such discussions not only bring out certain necessary reforms but widen the views and aims of Deputy Inspectors and Schoolmasters. At the Nagpur Conference the most important feature was a lecture on plague prevention and vaccination delivered by the Civil Surgeon, Major Buchanan. It would be a great help to the Department and possibly a public benefit if other officials would occasionally address these Conferences upon matters of general interest. I am glad to be able to report that, whereas at first officers attending these Conferences were inclined to think they were intended for the airing of grievances, they now see that their real object is to discuss only educational methods and reforms. The resolutions passed always

receive very careful consideration, even when it is found impossible or inadvisable to take action upon them.

144. Last cold weather when on tour I made it a practice to hold little informal conferences of officials and non-officials interested in education, and found them very useful, not only as furnishing me with sidelights on difficult subjects, but also as giving me an opportunity of explaining the views and attitude of Government in matters about which misconceptions appeared to prevail.

CHAPTER XVI.

TEXT-BOOKS.

The text-books in use.

145. The text-books at present used in our primary schools have been chosen in a more or less fortuitous way, with the result that a good deal of revision is necessary. The whole question is under consideration.

Book depôts.

146. The distribution of books is effected by means of depôts which obtain books from the firm of Munshi Newal Kishore, Lucknow. There are book depôts in Jubbulpore and Nagpur, with sub-agencies in most of the districts, which do the work of distribution previously done, among rural schools, by the District Councils. Where there are no sub-agencies, the District Council office still distributes books, and there are also several depôts in some of the larger schools, under the management of the head masters. For Berar there is a Government Central Book Depôt at Badnera, previously at Akola. This depôt not only paid its way, but made a fair margin of profit, and distributed nearly 150,000 books during the course of last year.

Text-Book Committee.

147. The selection of text-books rests with the Text-Book Committee and Sub-Committees. The constitution of the Text-Book Committee is set forth in Chapter V of the Education Manual. Its functions are limited to expressing approval or disapproval of books submitted to it for opinion. But the system appears to have broken down. During the year 1906-07, the Central and Sub-Committees, which had 318 books on hand from the previous year and had 63 more sent to them, returned only 39 with their opinion! By the Central Committee (English) only one book was passed during the year, and in the case of the Nagpur Sub-Committee for Marathi books, 31 books were submitted for approval, and only 1 book and some maps were received back with opinions. The fact is that the members, many of whom are totally unconnected with the Education Department, have neither the time nor the inclination to examine a large number of books. The Jubbulpore Committee did better, as it dealt with 38 books during the year. Berar has, and desires to keep, its separate Committee. This reviewed 13 books out of 15 submitted. But for the others radical reform is necessary: aleady 3 preliminary examiners have been appointed, who, in the last eight months of the official year, received 88 and returned 73 books, recommending only half of them for reference to the Committees, and thus relieving them of 50 per cent of their work. It would, I think, be better if paid examiners were substituted for the Committees, and much time and labour would be saved if the lists of books passed by the similar Committees in Bombay and the United Provinces were accepted wholesale. During the last five years, only 7 new English text-books and one new vernacular text-book have been adopted. All the rest have been library and prize books.

I have the honour to be,

Sir,

Your most obedient Servant,

S. C. HILL,

Director of Public Instruction,

Central Provinces.

Sectt. Press, Nagpur:—No. 1073, Edn.—5-9-07—400.

STATEMENTS.

133663

Statement of Primary School Build

	Total number of Primary Schools.									
	District Council.					Municipal.				
	1902-03.	1903-04.	1904-05.	1905-06.	1906-07.	1902-03.	1903-04.	1904-05.	1905-06.	1906-07.
Nagpur ...	78	77	76	77	77	9	9	9	9	8
Bhandara ..	114	115	121	121	121	4	4	4	4	4
Wardha ...	81	83	84	86	86	7	7	7	7	7
Chanda ...	88	84	89	91	107	7	7	7	7	6
Balaghat ..	58	58	58	60	60	1	1	1	1	1
Raipur ...	193	192	197	127	130	7	7	7	7	7
Bilaspur ...	123	123	113	105	108	3	3	3	3	3
Drug ...	...	...	..	95	96	...	...	...	...	...
Hoshangabad ..	65	102	102	95	95	2	2	2	7	7
Narsinghpur ...	77	77	77	77	77	...	...	...	...	2
Chhindwara ..	46	49	54	56	56	...	...	...	..	1
Betul ...	55	55	53	53	53	2	...	..	..	2
Nimar ...	71	67	67	69	69	...	...	...	...	13
Jubbulpore ...	101	99	103	106	109	13	10	8	8	9
Saugor ...	99	81	82	83	71	7	4	4	4	4
Damoh ...	64	59	60	59	57	2	2	2	4	3
Seoni ...	44	50	52	52	52	2	2	2	2	2
Mandla ...	46	46	46	46	46	..	...	...	...	...
Total ...	1,403	1,417	1,434	1,458	1,470	66	58	56	63	79
Berar ...	494	474	472	543	538	35	35	35	30	31
GRAND TOTAL ...	1,897	1,891	1,906	2,001	2,008	101	93	91	93	110

ings in the Central Provinces.

Total number with buildings of their own.					Total number of schools supplied with buildings.				
1902-03.	1903-04.	1904-05.	1905-06.	1906-07.	1902-03.	1903-04.	1904-05.	1905-06.	1906-07.
68	69	76	86	85	...	1	6	10	2
82	103	105	110	114	21	2	5	4	1
63	65	66	72	81	2	2	1	6	10
81	75	77	84	92	15	5	6	10	17
36	44	49	57	61	8	5	8	4	4
150	169	186	95	121	19	17	6	23	16
48	49	61	61	69	1	12	...	8	11
...	...	...	87	87	...	...	...	...	4
61	87	89	93	100	1	12	2	5	8
66	70	72	74	74	4	4	7	5	3
32	38	45	46	49	6	7	1	3	3
55	54	48	48	46	2	1	5	4	6
42	46	50	54	66	4	4	4	6	4
96	91	93	97	100	2	4	5	5	...
71	64	65	66	68	8	1	1	3	2
33	59	59	59	56	17	1	...	4	3
44	50	51	52	52	7	3	6	4	1
45	4	45	46	46	9	1	1	7	7
..	..	...	...	...	..	...	...	.	...
424	14	414	463	445	4	3	1	4	.
...		...	...	...	...	.	...	...	..

Statement showing the number of Villages with Schools in each District of the Central Provinces.

	Number of villages.	Number of villages of over 300 inhabitants.	Number of villages with schools.	Number of feeder villages.	Percentage	
					Not including feeders	Including feeders.
Buldana	1,380	576	191	196	13·8	28
Amraoti	2,057	595	194	379	9·4	27
Akola	1 733	709	20[illegible]	197	12	23
Yeotmal	1,507	653	1[illegible]	230	6·8	22·6
Total ...	6,677	2,533	657	1 011	10·4	25·5
Jubbulpore	2 540	614	122	722	4·8	33·2
Saugor	2 1[illegible]4	406	86	72	4	7·3
Damoh	1,109	290	61	165	5·5	20·4
Seoni	1,428	324	54	263	3·7	22·2
Mandla	2,128	221	52	63	2·4	5·4
Total ...	9,369	1,855	375	1,285	4	17·7
Hoshangabad	1,579	464	123	274	7·7	25·1
Narsinghpur	1,196	379	82	207	7·	24·1
Betul	1,338	330	58	106	4·3	12·2
Chhindwara	1,089	317	60	249	3·5	16·2
Nimar	1,215	284	74	75	6·	12·2
Total ...	7,287	1,783	406	911	5·5	18
Raipur	4,257	1,106	143	725	3·36	20·39
Bilaspur	3 341	967	156	459	4 67	18·40
Drug	2,185	783	104	565	4·76	30·61
Total ...	9,783	2,856	403	1,749	4·1	22
Nagpur	1,[illegible]93	630	12[illegible]	172	7·	17
Bhandara	1,638	1,160	137	317	8·	27
Chanda	2,727	619	117	138	4·	8
Wardha	906	382	92	101	1·0	21
Balaghat	1,101	470	65	422	5·	44
Total ...	8,065	3,261	51[illegible]	1,150	6·6	20·9
GRAND TOTAL ...	41,181	12,288	2,421	6,100	6·8	20·7

Return showing the general and statistical summary for the preparation of maps (vide *paragraph* 5).

Territory.		Population.		Children.		1906-07.				
		Males.	Females.	Males.	Females.	Total number of children under instruction.	Total number of children in colleges and Special Schools.	Number of boys in Secondary Schools.	Number of boys in Primary Schools.	Total number of girls under instruction.
BRITISH TERRITORY.										
The Nerbudda Valley.	Saugor ...	230,802	228,910	34,620	34,336	9,010	...	2,614	4,995	1,401
	Damoh ...	144,196	144,268	21,629	21,640	4,997	...	861	3,815	321
	Jubbulpore ...	348,614	362,313	52,292	54,346	16,391	398	2,580	11,473	1,940
	Narsinghpur ...	149,414	159,449	22,412	23,917	7,798	...	940	6,228	630
	Hoshangabad ...	222,899	228,552	33,434	34,282	11,657	...	2,592	8,161	904
	Total ..	1,095,925	1,123,492	164,387	168,521	49,853	398	9,587	34,672	5,196
	Percentage ...	...	...	...	...	14·9	·1	5·8	21	3·08
The Satpura Range.	Nimar ...	177,707	170,004	26,656	25,500	6,243	...	956	4,898	389
	Betul ...	140,090	147,511	21,013	22,126	3,702	...	577	3,011	114
	Chhindwara ...	207,433	218,884	31,114	32,832	6,001	...	1,081	4,699	221
	Seoni ...	160,912	174,915	24,136	26,237	4,632	...	469	3,760	403
	Balaghat ...	157,951	170,664	23,692	25,599	6,267	...	570	5,588	109
	Mandla ...	165,785	172,483	24,867	25,872	5,212	...	745	4,058	409
	Total ...	1,009,878	1,054,461	151,478	158,166	32,057	...	4,398	26,014	1,645
	Percentage ...	...	...	...	...	10·3	...	2·9	17·2	1·03
The Maratha Country.	Wardha ...	196,401	194,780	29,460	29,217	7,617	...	1,748	5,634	235
	Nagpur ...	388,844	387,144	58,326	58,071	14,902	421	4,056	9,115	1,310
	Bhandara ...	328,922	353,790	49,338	53,068	8,685	...	1,308	7,156	221
	Chanda ...	300,650	309,415	45,097	46,412	9,392	...	1,259	7,565	568
	Total ...	1,214,817	1,245,129	182,221	186,768	40,596	421	8,371	29,470	2,334
	Percentage ...	...	...	...	...	·11	11	4·6	1·62	1·2
Chhattisgarh ...	Raipur ...	532,675	564,183	79,901	84,627	16,461	75	888	12,971	2,527
	Bilaspur ...	445,789	471,451	66,868	70,715	13,838	...	2,071	10,713	1,054
	Drug ...	297,998	330,887	44,699	49,633	9,294	...	101	8,026	1,167
	Total ...	1,276,462	1,366,521	191,468	204,975	39,593	75	3,060	31,710	4,748
	Percentage ...	..	...	...	...	9·9	·01	1·5	16·5	2·3
Berar ...	Akola ...	383,427	371,377	57,514	55,707	15,240	93	4,129	9,762	1,256
	Amraoti ...	413,013	396,486	61,952	59,473	18,838	68	4,558	12,984	1,228
	Buldana ...	308,153	305,603	46,223	45,840	12,304	...	4,733	7,790	772
	Yeotmal ...	289,707	286,250	43,456	42,937	8,092	...	3,033	4,598	461
	Total ...	1,394,300	1,359,716	209,145	203,957	55,474	161	16,453	35,143	3,717
	Percentage ...	...	...	...	...	13·4	·03	7·8	16·8	1·8
FEUDATORY STATES.										
Nerbudda Valley ...	Hoshangabad ...	6,366	6,549	955	982	347	...	...	347	...
	Total ...	6,366	6,549	955	982	347	...	...	347	...
	Percentage ...	...	...	...	...	17·9	...	...	36·3	...
Chhattisgarh ...	Raipur ...	305,389	309,839	45,807	46,477	8,843	...	1,057	6,849	937
	Bilaspur ...	178,300	186,376	26,745	27,956	7,547	...	823	5,933	791
	Drug ..	89,324	96,675	13,398	14,500	3,129	..	284	2,615	230
	Total ...	573,013	592,890	85,950	88,933	19,519	...	2,164	15,397	1,958
	Percentage ...	...	...	...	...	11·1	...	2·5	17·9	2·3
	Grand Total ...	6,570,761	6,748,758	985,604	1,012,302	237,439	1,055	44,033	172,753	19,598
	Percentage ...	...	...	...	...	11·8	·05	4·2	17·5	1·9

Statement showing, (1) *the number of teachers,* (2) *number qualified,* (3) *range of pay and* (4) *average pay in Colleges,* 1906-07.

Management.	Number of Professors.	Number qualified.	Range of pay.	Average pay.
			Rs.	Rs
Government	8	M. As.	(*a*) 150-400	188
Aided { Hislop College	9	B. As.	(*b*) 75-110	95
Aided { Morris College	*8	F. As.	(*a*) 200	200

(*a*) Excluding the Principal who is a member of the Indian Educational Service.

(*b*) Excluding three European Professors not paid from College Funds.

* Including two law lecturers.

Secondary Schools, 1906-07.

Management.	Number of teachers.		Number trained.		Range of pay.		Average pay.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
Government ...	233	21	68	15	15-250	3-50	55	14
District Council ...	874	...	378	...	*3-80	...	...	...
Municipal ...	147	...	95	...	*7-100	...	(*a*) 35 (*b*) 12	...
Private ...	255	76	74	32	*5-400	4-25	(*a*) 35 (*b*) 12	12

* These are monitors in Vernacular Middle Schools.

(*a*) Anglo-Vernacular.

(*b*) Vernacular.

NOTE.—Average can only be roughly estimated.

Primary Schools, 1906-07.

Management.	Number of teachers.		Number trained.		Range of pay.		Average pay.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
Government ...	69	296	16	195	5-20	3-30	11	11
District Council ...	3,890	2	1720	...	3-40	3-30	10	11
Municipal ...	406	...	178	...	4-40	...	10	...
Private ...	506	119	120	32	3-30	3-12	10	7

NOTE.—Average pay can only be roughly estimated.

Statement showing percentage of Scholars to school-going age.

District.	Population.			Scholars.			Percentage of Male scholars to male population of school-going age.	Percentage of Female scholars to female population of school-going age.	Percentage of total scholars to total population of school-going age.
	Males.	Females.	Total.	Males.	Females.	Total.			
1	2	3	4	5	6	7	8	9	10
1901-02.									
Nagpur ...	377,612	374,232	751,844	13,876	1,203	15,079	24·5	2·1	13·4
Bhandara ...	320,648	342,414	663,062	7,172	203	7,375	14·9	·3	7·4
Chanda ..	297,272	304,261	601,533	5,848	237	6,085	13·1	·5	6·7
Wardha ...	193,815	191,288	385,103	5,953	148	6,101	20·7	·5	10·5
Balaghat ...	157,729	168,792	326,521	3,052	124	3,176	12·9	·4	6·4
Chhindwara ...	199,369	208,558	407,927	3,463	147	3,610	11·5	·4	5·3
Betul ...	139,940	145,423	285,363	2,451	42	2,493	11·6	·1	5·8
Seoni ...	158,416	169,293	327,709	3,547	246	3,793	14·9	·9	7·7
Jubbulpore ...	335,552	345,033	680,585	11,461	1,912	13,373	22·7	3·6	13·
Saugor ...	238,728	232,318	471,046	6,465	1,228	7,693	18	3·5	10·8
Damoh ...	143,488	141,838	285,326	3,556	251	3,807	16·5	1·9	8·9
Mandla ...	156,491	160 759	317,250	2,812	156	2,968	11·9	·6	6·2
Hoshangabad ...	224,105	225,060	449,165	7,407	557	7,994	22·1	1·6	11·8
Narsinghpur ...	153,938	160 013	313,951	5,476	357	5,833	23·6	1·4	12·4
Nimar ...	167,921	159,114	327,035	4,921	284	5,205	19·5	1·1	10·6
Raipur ...	693,536	747,020	1,440,556	14,586	1,483	16,069	14·	1·3	7·4
Bilaspur ...	490,211	522,761	1,012,972	9,397	746	10,143	12·7	·9	6·6
Sambalpur ...	407,213	422,485	829,698	6,553	601	7,154	10·7	·9	5·7
Total ...	4,855,984	5,020,662	9,876,646	118,026	9,925	127,951	16·1	1·3	8·6
Feudatory States ...	988,830	1,007,553	1,996,383	13,402	1,367	14,769	9·	·7	4·9
GRAND TOTAL ...	5,844,814	6,028,215	11,873,029	131,428	11,292	142,720	14·9	1·2	8·
1906-07.									
Nagpur ...	388 844	387,144	775,988	13,592	1,310	14,902	23·3	2·2	12·8
Bhandara ...	328,9 2	353,790	682,712	8,464	221	8,685	17·1	·4	8·4
Chanda ...	300,650	300,415	610,065	8,824	568	9,392	19·4	1·2	10·2
Wardha ...	196,401	194,780	391,181	7,382	235	7,617	25·	·8	12·9
Balaghat ...	157,951	170,664	328,615	6,158	109	6,267	25·9	·4	12·7
Chhindwara ...	207,433	218,884	426,317	5,780	221	6,001	18·5	·6	9·3
Betul ...	140,090	147,511	287,601	3,588	114	3 702	17·	·5	8·5
Seoni ...	160 912	174,915	335,827	4,229	403	4,632	17·5	1·5	9·1
Jubbulpore ...	348,614	362,313	710,927	14,424	1,967	16,391	27·5	3·6	15·3
Saugor ..	230,802	228,910	459,712	7,609	1,401	9,010	21·9	4·	13·
Damoh ...	144,196	144,268	288,464	4,676	321	4,997	21·6	1·4	11·5
Mandla ...	165,785	172,483	338,268	4,803	409	5,212	19·3	1·5	10·2
Hoshangabad ...	222,899	228,552	451,451	11,100	904	12,004	33·2	2·6	17·7
Narsinghpur ...	149,414	159,449	308,863	7,168	630	7,798	31·9	2·6	16·8
Nimar ..	177,707	170,004	347 711	5,854	389	6,243	21·9	1·5	11·9
Raipur ..	532,675	564,183	1,096,858	13,934	2,527	16,461	17·4	2·9	10·
Bilaspur ...	445,789	471,451	917,240	12,784	1,054	13,838	10·1	1·4	10·
Drug ...	297,998	330,887	628,885	8,127	1,167	9,294	18·1	2·3	9·8
Akola ...	383,427	371,377	754,804	13,984	1,256	15,240	24·3	2·2	13·4
Amraoti ..	413,013	396,486	809,499	17,601	1,237	18,838	28·4	2·	15·5
Buldana ..	308,153	305,603	613,756	12,532	772	13,304	27·1	1·6	13·8
Yeotmal ...	289,707	286,250	575,957	7,631	461	8,092	17·5	1·	9·3
Total ...	5,991,382	6,149,319	12,140,701	200,244	17,676	217,920	22·2	1·9	11·9
Feudatory States ...	579,379	599,439	1,178,818	17,561	1,958	19,519	20·2	2·1	11·
GRAND TOTAL ...	6,570,761	6,748,758	13,319,519	217·805	19,634	237,439	22·	1·9	11·8

Classification of pupils according to race or creed in the Central Provinces and Berar.

	1901-02.	1906-07.		
	Boys and girls together.	Boys.	Girls.	Total.
Europeans and Eurasians	1,271	663	583	1,246
Native Christians	3,822	2,284	1,979	4,263
Hindus ... Brahmins	19,408	26,000	2,504	28,504
Hindus ... Non-Brahmins	97,192	147,821	11,326	159,147
Muhammadans	10,114	19,701	1,933	21,634
Budhists	57	664	102	766
Parsis	91	103	56	159
Gonds and other aboriginies	..	5,937	445	6,382
Others	10,765	14,632	706	15 338
Total ...	142,720	217,805	19,634	237,439

NOTE.—Berar was amalgamated during the quinquennium under report.

Statement showing the number of Scholars under different stages of instruction.

	High Stage.			Middle Stage.			Upper Primary Stage.			Lower Primary Stage.		
	1901-02.	1903-04.	1906-07.	1901-02.	1903-04.	1906-07.	1901-02.	1903-04.	1906-07.	1901-02.	1903-04.	1906-07.
British Territory.												
Secondary Schools for Boys. English ...	914	1,803	2,146	6,557	7,468	8,666	...	268	377	...	422	1,178
Secondary Schools for Boys. Vernacular.	...	...	...	1,833	4,235	3,909	...	4,850	4,622	...	16,935	21,107
Secondary Schools for Girls. English ...	23	40	32	178	201	281	...	45	...	...	82	...
Secondary Schools for Girls. Vernacular.	...	...	...	109	465	308	...	181	281	...	1,339	1,132
Primary Schools for Boys ...	...	...	14*	...	...	877*	14,531	20,995	23,679	95,129	120,217	135,748
Primary Schools for Girls ...	...	...	...	...	...	...	672	801	785	7,020	8,224	11,037
Total ...	937	1,843	2,192	8,677	12,369	14,041	15,203	27,140	29,744	102,149	156,219	170,202
Native States.												
Secondary Schools for Boys. English ...	12	21	23	352	400	284	...	...	...	...	...	...
Secondary Schools for Boys. Vernacular.	...	...	...	279	282	194	...	315	217	...	1,641	1,461
Primary Schools for Boys ...	...	...	...	...	...	...	1,646	1,361	1,106	13,025	16,543	15,023
Primary Schools for Girls ...	...	...	...	...	...	...	37	42	43	418	644	615
Total ...	949	1,864	2,215	9,308	13,051	14,519	16,886	28,858	31,110	114,592	175,047	188,201

* Anglo-Vernacular classes attached to Primary Schools in Berar.

Percentage of District Council expenditure on Education to total income of District Funds.

Number.	District Council.	1901-02. Total income.	1901-02. Total expenditure on education.	1901-02. Percentage.	1905-06. Totol income.	1905-06. Total expenditure.	1905-06. Percentage.	Remarks.
		Rs.	Rs.		Rs.	Rs.		
1	Nagpur	94,923	23,185	24·	1,11,683	39,639	36·	
2	Wardha	72,513	21,384	29·	87,944	38,215	43·	
3	Chanda	42,079	12,862	31·	57,271	24,842	43·	
4	Bhandara	61,367	18,510	30·	73,458	32,972	45·	
5	Balaghat	38,617	8,427	22·	46,481	18,561	40·	
6	Jubbulpore	73,151	19,232	26·	97,537	35,122	36·	
7	Seoni-Chhapara ...	37,128	10,656	29·	49,481	20,365	41·	
8	Mandla	19,928	3,453	17	46,943	18,709	40·	
9	Saugor	55,775	16,563	29·	66,804	29,065	44·	
10	Damoh	35,344	11,187	31·	46,378	21,528	46·	
11	Hoshangabad	65,416	16,512	25·	90,438	29,932	33·	
12	Narsinghpur	56,905	16,870	30·	64,744	25,883	40·	
13	Nimar	55,409	13,586	24·	70,152	26,392	38·	
14	Betul	28,653	6,788	24·	45,754	17,469	38·	
15	Chhindwara	28,288	9,373	33·	47,163	22,084	47·	
16	Raipur	1,13,038	30,705	27·	1,40,949	57,284	41·	
17	Bilaspur	74,445	20,055	27·	90,404	35,801	39·	
	Total Central Provinces ...	9,52,979	2,59,348	27·	12,33,584	4,93,863	40·	
18	Akola	2,00,388	47,637	24·	2,55,658	49,935	19·	
19	Amraoti	1,76,642	44,958	25·	2,01,311	59,700	20·	
20	Basim	62,781	19,916	32·	14,520	8,740	60·	
21	Buldana	1,14,558	30,731	27·	1,75,358	39,382	23·	
22	Ellichpur	83,419	25,095	30·	12,650	11,168	88·	
23	Yeotmal	87,010	22,540	26·	1,20,170	30,308	24·	
	Total Berar ...	7,24,798	1,90,877	26·	960,676	1,98,233	23·	
	Grand Total ...	16,77,777	4,50,225	26·	2,103,260	6,92,096	32·	

Percentage of Municipal expenditure on Education to total income of Municipalities.

Number.	Name of Municipality.	1901-02.			1905-06.			Remarks
		Total income	Total expenditure on education.	Percentage.	Total income excluding opening balance.	Total expenditure on education	Percentage.	
		Rs.	Rs.		Rs.	Rs.		
1	Nagpur	3,69,605	12,428	3·4	4,03,114	12,387	3·06	
2	Ramtek	10·059	2,780	27·6	12,646	2,631	20·8	
3	Khapa	7,914	1,098	14·	7,484	905	12	
4	Kalmeshwar ..	3,692	1,631	44·	5,633	3,050	54·	
5	Umrer	20,275	4,178	20·	20,385	3,954	19	
6	Mowar	3,706	628	17·	5,206	618	11·	
7	Saoner	3,860	1,451	38·	9,085	2,716	27	
8	Bhandara	25,411	4,548	17·	31,151	5,776	18·	
9	Tumsar	4,098	1,002	24	6,106	1,031	16·	
10	Powni	4,375	1,919	43·8	4,638	1,342	28·9	
11	Chanda	41,825	5,752	13·	41,580	6,600	15	
12	Warora	30,519	6,933	22·	33,747	3,463	10	
13	Wardha	40,806	4,110	10	67,513	5,884	8·	
14	Arvi	21,059	2,930	13·	28,907	4,039	13	
15	Deoli	5,685	860	15·	7,409	1,052	14·	
16	Hinganghat ...	48,752	4,308	8·	59,554	5,052	8·	
17	Pulgaon	Nil.	Nil.	Nil.	8,472	230	2·	
18	Balaghat	6,248	2,106	35·	9,203	2,700	30·	
19	Jubbulpore	2,24,681	7,765	3·	2,36,015	9,381	3·	
20	Sehora	4,374	1,138	26·	4,825	1,085	22·	
21	Murwara	10,661	3,602	34·	10,241	3,308	32·	
22	Saugor	81,929	6,362	7·	67,682	6,307	9	
23	Deori	3,882	1,264	32·	3,340	944	·28	
24	Khurai	17,671	3,029	17·	16,475	2,660	16	
25	Damoh	17,616	4,496	25·	22,542	5,173	22	
26	Seoni-Chhapara ...	29,905	3,847	12	35,056	3,670	10·	
27	Mandla	6,965	506	7·	9,641	285	·3	
28	Hoshangabad ...	20,804	2,051	9·	22,578	2,320	10	
29	Harda	33,091	4,138	12	39,963	19,854	49·	
30	Seoni-Malwa ...	9,623	2,004	20·	11,907	5,561	47·	

Percentage of Municipal expenditure on Education to total income of Municipalities.—(Concld.)

Number.	Name of Municipalty.	1901-02.			1905-06.			Remarks.
		Total income.	Total expenditure on education.	Percentage.	Total income excluding opening balance.	Total expenditure on education.	Percentage.	
		Rs.	Rs.		Rs.	Rs.		
31	Sohagpur	9,549	1,056	20·	8,637	2,809	32·	
32	Pachmarhi	8,163	Nil.	Nil.	17,851	Nil.	Nil.	
33	Badnur	9,009	3,566	39·	8,840	3,635	41·	
34	Betul	4,511	994	22·	4,213	788	18·	
35	Chhindwara ...	13,765	2,880	21·	22,130	8,410	37·	
36	Pandhurna ...	3,211	807	25	4,498	2,575	57·	
37	Saousar	1,909	526	27·	2,483	559	22·	
38	Narsinghpur ...	13,402	3,433	26·	13,319	4,450	33·	
39	Gadarwara	30,753	3,101	10·	12,524	3,117	25·	
40	Chota Chhindwara ...	4,120	527	13.	6,600	620	9·	
41	Khandwa	86,962	6,010	7·	94,901	8,088	9·	
42	Burhanpur	55,610	6,131	11·	60,081	6,186	13·	
43	Raipur	87,452	7,410	8·	93,345	6,328	6·	
44	Dhamtari	4,030	903	22·	5,182	905	11·7	
45	Bilaspur	31,249	4,677	15·	39,037	8,748	22·	
	Total Central Provinces ...	14,73,877	1,41,893	9·	1,637,338	1,81,394	11·	
46	Amraoti Town ...	73,558	7,727	11·	61,905	5,011	9·	
47	Do. Camp ...	10,929	600	6·	12,283	240	2·	
48	Ellichpur City ...	20,944	3,240	15	24,939	3,706	15·	
49	Do. Civil Station ...	14,102	1,545	11·	15,244	767	5·	
50	Akola	52,935	5,881	11·	64,205	5,532	9·	
51	Akot	22,440	4,115	18·	17,714	2,962	17·	
52	Karanja	17,342	3,289	19·	20,649	2,314	11·	
53	Basim	23,067	3,510	15·	19,730	3,940	20·	
54	Buldana	12,497	2,219	18	15,355	2,211	14·	
55	Khamgaon	41,115	3,830	9·	36,036	2,583	7·	
56	Shegaon	16,900	1,070	6·	21,238	1,203	6·	
57	Malkapur	...	...	...	...	..	...	
58	Yeotmal	19,938	2,048	10·	21,290	2,409	11·	
	Total ...	3,24,856	39,086	12·	3,30,578	33,787	10·2	
	GRAND TOTAL ...	17,98,732	1,80,979	10·	19,67,916	2,15,180	10·9	

Statement showing the number of teachers passed out with certificates from Normal Schools as well as Passes from Training Classes, &c.

Name of Normal School.	Years.					
	1902-03.	1903-04.	1904-05.	1905-06.	1906-07.	Total.
Male.						
Jubbulpore	40	16	36	56	Results not out.	148
Raipur	31	11	8	20		70
Akola ...	17	25	12	..	19	73
Nagpur	32	13	19	19	Results not out.	83
Total ...	120	65	75	95	19	374
Female.						
Jubbulpore	3	3	...	9	Results not out.	15
Amraoti	...	...	8	6		14
Total ..	3	3	8	15	...	29
Private	38	38	69	111	Results not out.	256
Training Classes	64	58	56	97		275
Grand Total ...	225	164	208	318	19	934

Statement of fees in strictly Primary Schools excluding all Branch Schools under different management in the Central Provinces and Berar for 1906-07.

Name of Circle.	Department.			District Council.			Municipal.			Aided.			Unaided.		
	Number of schools.	Scholars.	Fees.	Schools.	Scholars.	Fees.	Schools.	Scholars.	Fees.	Schools.	Scholars.	Fees.	Schools.	Scholars.	Fees.
			Rs.			Rs.			Rs.			Rs.			Rs.
Nagpur ...	...	...	...	447	27,112	8,684	3	213	66	45	2,544	1,604	4	159	178
Jubbulpore ...	...	...	...	333	22,458	8,096	8	626	86	15	851	202	8	288	29
Berar ...	1	75	19	538	27,887	21,035	31	4,901	4,786	14	273	195	111	2,810	3,517
Nerbudda ...	1	100	50	350	22,214	7,692	1	34	...	18	1,065	323	18	605	38
Chhattisgarh ...	...	...	...	334	30,419	11,077	10	1,609	953	23	1,610	434	15	935	111
Total ...	2	175	69	2,002	130,099	56,584	53	7,383	5,891	115	6,343	2,758	156	4,497	3,873

NOTE.—Average fee per boy per annum ranges from annas 6 to annas 13, that is in

(*a*) Departmental Schools .. Re. 0 6 0
(*b*) District Council Schools ... „ 0 6 9
(*c*) Municipal School ... Re. 0 12 0
(*d*) Aided School ... 0 7 0
(*e*) Unaided School ... „ 0 13 0

EDUCATION—GENERAL TABLE I.

Abstract Return of Colleges, Schools and Scholars in the Central Provinces and Berar at the end of the official year 1906-07.

(FOR DETAILS SEE GENERAL TABLE III.)

Area and population.						Institutions and scholars.	Public Institutions.							Private Institutions.		Grand Total.	Percentage of.
Total area in square miles.		Number of towns* and villages.		Population.			Collegiate Education.		School Education, General.		School Education, Special.			Advanced.	Elementary.		
							Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other Special Schools.	Total of Public Institutions.				
1		2		3		4	5	6	7	8	9	10	11	12	13	14	15
99,220·82	Towns.	British Territory ..	102	British Territory ...	5,991,382	Institutions. For Males ...	3	3	378	2,645	6	9	3,044	8	...	3,052	7·0
20,759·00		Native States ...	11	Native States ...	579,379												Institutions to Number of towns and villages.
Total ... 119,979·82						For females ...	...	...	34	257	2	...	293	1	...	294	·6
...		Total ...	113	Total ...	6,570,761	Total ...	3	3	412	2,902	8	9	3,337	9	...	3,346	7·7
British Territory Native States	Villages.	British Territory...	37,198	British Territory ...	6,149,319	Scholars. Males ..	274	47	44,035	172,496	383	315	217,550	255	...	217,805	22·0 Male scholars to male population of school-going age.†
		Native States ..	5,921	Native States ...	599,439												
						Females ...	...	...	2,183	17,331	36	...	19,550	84	...	19,634	1·9 Female scholars to female population of school-going age.‡
		Total ...	43,119	Total ..	6,748,758												
		GRAND TOTAL ...	43,232	GRAND TOTAL ...	13,319,519	Total ...	274	47	46,218	189,827	419	315	237,100	339	...	237,439	11·8

NOTE.—For the purposes of columns 1, 2 and 3 the statistics of the Census of 1901 should be utilized, subject to the modifications enumerated below.

* A town contains 5,000 inhabitants or upwards. A village contains less than 5,000 inhabitants. A Municipality or a Cantonment, whatever its population, should be entered as a town.

† The population of school-going age is taken at 15 per cent. of the whole population.

‡ The population of Native or Feudatory States and Political Agencies should not be shown except in the case of those Provinces where the Schools of the States in question come under the supervision and control of the Education Department and the footnote should specify what addition or deduction is made in this respect.

Abstract Return of Expenditure on Public Instruction in the

	Total Direct Expenditure on Public Instruction.						
	Collegiate Education.		School Education, General.		School Education, Special.		Total
	Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other Special Schools	
1			4	5	6	7	8
	Rs.	Rs	Rs.	Rs.	Rs.	Rs	Rs.
1. Institutions ... For Males ...	70,528	9,324	4,69,014	7,45,996	69,046	37,644	14 01,552
For Females ...	...	...	38,663	1,20,123	13,790	...	1,72 576
Total ...	70,528	9,324	5,07,677	8,66,119	82,836	37,644	15,74,128
2. (*a*) Percentages* of Provincial Expenditure included in columns 2—17 to Total Provincial Expenditure on Public Instruction.	4·54	·93	23·14	15·41	9·04	4·30	58·26
(*b*) Percentages* of District Fund Expenditure included in columns 2—17 to Total District Fund Expenditure on Public Instruction.	...	...	8·49	69·38	..	...	77·87
(*c*) Percentages* of Municipal Expenditure included in columns 2—17 to Total Municipal Expenditure on Public Instruction.	1·26	...	41·48	40·86	.	...	83·60
(*d*) Percentages of Total Expenditure in columns 2—17 to Total Expenditure on Public Instruction.	3·13	·41	22·58	38·53	3·68	1·67	70·0
AVERAGE ANNUAL COST† OF EDUCATING EACH PUPIL IN	Rs. a p.	Rs. a. p.	Rs a p.	Rs. a. p.	Rs a. p.	Rs. a p.	Rs. a p
Government Institution. Cost to Provincial Revenues ...	223 4 2	176 8 4	14 3 10	6 10 1	200 0 2	175 7 4	18 13 8
Cost to District and Municipal Funds.	...	...	1 1 2	0 0 1	...	...	0 7 0
Total Cost ..	304 9 5	211 14 6	22 0 11	6 11 1	200 0 2	175 7 4	22 11 4
District Fund Schools Cost to Provincial Revenues ..	...	...	...	...	...	...	..
Cost to District Funds ...	...	...	2 13 6	4 4 9	...	...	4 1 1
Total Cost ...	...	...	2 13 6	4 4 9	..	...	4 1 1
Municipal Schools Cost to Provincial Revenues ...	..	..	3 12 10	1 4 11	...	...	2 1 0
Cost to Municipal Funds ...	...	...	5 12 7	2 14 5	...		3 12 5
Total Cost ..	...	...	12 13 2	5 0 11	...	.	7 6 8
Institutions in Feudatory States Cost to Native State Revenues ..	..	...	4 6 3	1 7 11	...	...	1 13 9
Cost to District and Municipal Funds.	..	...	2 5 2	0 9 8	...	.	0 13 1
Total Cost ..	..	...	7 2 6	2 3 10	...	...	2 13 7
Aided Institutions. Cost to Provincial Revenues ...	86 13 8	...	11 10 9	4 5 1	..	15 11 5	7 10 4
Cost to District and Municipal Funds.	9 5 1		1 0 2	0 9 8		..	0 13 1
Total Cost ..	235 10 1	..	29 7 5	10 14 2	...	30 0 0	19 5 11
Unaided Institutions .. Total Cost ...	.	..	42 9 10	5 11 4	...		..
All Institutions Cost to Provincial Revenues ...	141 5 1	176 8 4	4 4 5	0 11 4	103 15 11	109 4 5	2 2 2
Cost to District and Municipal Funds	5 9 6	..	2 0 4	3 4 7	...	..	3 2 3
Total Cost ...	263 2 7	211 14 6	11 4 2	4 12 7	103 15 11	184 12 3	6 14 10

ERAL TABLE II.

Central Provinces and Berar for the Official year 1906-07.

Total Indirect Expenditure on Public Instruction. §									
University.	Direction.	Inspection.	Scholarships.	Buildings.	Special grants for furniture and apparatus.	Miscellaneous.	Total.	Total expenditure on Public Instruction.	Remarks.
9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
...	40,452	1,61,539	45,121	2,43,483	70,997	40,959	6,02,551	20,04,103	
...	...	13,788	1,807	32,633	8,256	14,898	71,382	2,43,958	
...	40,452	1,75,327	46,928	2,76,116	79,253	55,857	6,73,933	22,48,061	
...	4·85	19·45	3·30	6·73	4·79	2·62	41·74	100	
...	...	·48	1·55	16·36	3·02	·72	22·13	100	
...	...	...	·29	11 97	2·47	1·67	16·40	100	
...	1·79	7·79	2·14	12·28	3·52	2·48	30·0	100	

*The percentages required for 2 (*a*), 2 (*b*), 2 (*c*), are to be calculated from the figures given in columns 34, 35, 36, respectively, General Table IV.

†The annual cost is calculated on the *direct* expenditure only. The average cost of educating each pupil is obtained by dividing the direct expenditure by the average monthly number on the rolls during the year.

‡The average cost of each pupil in District Fund and Municipal Schools is to be obtained from the figures given in General Table VII.

§Fractions of a rupee should be omitted, except in the columns showing the average annual cost of educating each pupil.

Return of Colleges, Schools and Scholars in the Central Provinces

Class of Institutions.	Managed by Government.				Managed by District or Municipal Boards.				Public	Under Public
	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.		
1	2	3		5	6	7	8	9		
COLLEGIATE EDUCATION.										
ARTS COLLEGES.										
English	1	106	107	96	...	..	..			
Oriental		...	...	..	..	..	...	...		
COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.										
Law	2	38	37	31	...	...	...	.		
Medicine	...	..	.	...	...	...	..	...		
Engineering	..	.	...	...	...	..	...	.		
B. Sc. Class	1	9	7	4	...	...	...	...		
Agriculture	...		..	...	...	...	...	...		
Total .	4	153	151	131	..	...	..	...		
SCHOOL EDUCATION GENERAL.										
SECONDARY SCHOOLS.										
For boys .. High Schools ..	8	914	798	679	4	173	140	104		
For boys .. Middle Schools, English ...	31	5,208	5,065	4,057	28	2,915	2,879	2,231		
For boys .. Middle Schools, Vernacular .	1	97	97	79	120	7,438	20,719	18,629		
For girls .. High Schools .	.	.	.		...		.			
For girls .. Middle Schools, English			.	..	.	..	...	.		
For girls .. Middle Schools, Vernacular ...	5	410	401	242	...	.	.	..		
Total .	45	6,629	6,361	5,057	252	30,526	29,738	20,964		
PRIMARY SCHOOLS.										
For boys	8	664	639	492	118	144,906	141,415	99,318		
For girls . ..	175	8,617	7,868	5,134	1	40	16	19		
Total ..	183	9,281	8,507	5,626	2,119	145,036	141,431	99,337		
SCHOOL EDUCATION, SPECIAL.										
SCHOOLS FOR SPECIAL INSTRUCTION										
Training Schools for Masters .	5	364	274	346	..	...	..	.		
Training Schools for Mistresses .	1	36	30	29						
Schools of Art	..	.	..		.	...	..	...		
Law Schools	...	.	.	.		.		..		
Medical Schools						.	.	..		
Engineering and Surveying Schools ...	1	39	31	30		...	.			
Industrial Schools .		14	14	7		..	...			
Commercial Schools ..				..						
Agricultural Schools ..	2	80	73	74	.	.				
Other Schools (Reformatory) ..	1	74	65	60						
Total ..	12	593	606	552	.	.				
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION.	214	19,656	15,685	11,366	2,371	175,562	171,169	120,301		

ERAL, TABLE III.

and Berar for the official year 1906-07.

Institutions.

Management.				Under Private Management.							
Maintained by Native States.				Aided by Government or by District Municipal Boards.				Unaided.			
Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
10	11	12	13	14	15	16	17	18	19	20	21
...	...	...	...	2	168	161	133	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	2	168	161	133	...	...	...	...
2	23	22	20	12	791	832	655	4	124	121	96
5	284	302	236	30	2,181	2,144	1,694	2	61	59	42
10	1,872	1,737	1,313	21	2,103	2,142	1,750	...	...	...	...
...	...	...	...	4	34	28	23	...	...	...	...
...	...	...	...	9	279	256	223	...	..	...	...
...	...	...	...	16	1,311	1,337	1,190	...	...	...	...
17	2,179	2,061	1,569	92	6,699	6,739	5,535	6	185	180	138
207	17,029	13,944	10,069	156	10,492	9,461	6,750	156	4,166	3,959	2,922
10	658	522	403	62	2,901	2,814	1,956	9	264	276	182
217	17,687	14,466	10,472	218	13,393	12,275	8,716	165	4,430	4,235	3,104
...	...	...	...	...	...	...	...	1	19	14	11
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
..	...	...	...	3	112	126	114	1	10	9	7
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	..	...	...	...	...	...	...	...	...
...	...	...	...	...	..	...	...	...	...	...	...
...	...	...	...	3	112	126	114	2	29	23	18
234	19,866	16,527	12,041	315	20,372	19,301	14,498	173	4,644	4,438	3,260

Return of Colleges, Schools and Scholars in the

	Class of Institutions.	Grand Total of Public Institutions.	Grand Total of Scholars on the 31st March.	Number of Scholars on the 31st of March learning		
				English.	A classical language.	A vernacular language.
		22	23	24	25	26
	ARTS COLLEGES.					
Collegiate Education	English	3	274	274	156	...
	Oriental	...	...	...	...	...
	COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.					
	Law	2	38	38	...	...
	Medicine	...	...	...	...	...
	Engineering	...	...	..	...	...
	B. Sc. class	1	9	9	...	...
	Agriculture	...	...	...	...	...
	Total ...	6	321	321	156	...
	SECONDARY SCHOOLS.					
School Education General.	For boys ... High Schools ...	30	2,025	2,025	1,484	592
	For boys ... Middle Schools. English ...	66	10,649	9,904	500	10,204
	For boys ... Middle Schools. Vernacular ..	252	31,510	180	...	31,330
	For girls ... High Schools ...	4	34	34	34	...
	For girls ... Middle Schools. English ...	9	279	270	121	165
	For girls ... Middle Schools. Vernacular ...	21	1,721	3	...	1,721
	Total ..	412	46,218	11,421	2,229	44,252
	PRIMARY SCHOOLS.					
	For boys	2,645	177,347	1,143	201	177,101
	For girls	257	12,480	567	63	11,913
	Total ..	2,902	189,827	1,710	264	189,014
	SCHOOLS FOR SPECIAL INSTRUCTION.					
School Education Special.	Training Schools for Masters ...	6	383	72	59	370
	Training Schools for Mistresses ...	2	36	...	...	36
	Schools of Art ...	...	...	..	...	...
	Law Schools	...	...	...	...	..
	Medical Schools	...	...	...	...	...
	Engineering and Surveying Schools ...	1	25	25	...	...
	Industrial Schools	5	136	...	..	.
	Commercial Schools	...	..	...	...	...
	Agricultural Schools	2	80	8	...	80
	Other Schools (Reformatory) ..	1	74	...	...	74
	Total ...	17	734	105	59	560
	TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION.	3,337	237,100	13,757	2,708	233,826
Private Institutions.	1.—Advanced, Teaching—					
	(a) Arabic or Persian	4	49	...	49	...
	(b) Sanskrit	3	47	...	47	...
	(c) Any Other Oriental Classic ...	...	...	...	..	...
	2.—Elementary, teaching a Vernacular only or mainly. For Boys...	...	...	...	...	...
	2.—Elementary, teaching a Vernacular only or mainly. ,, Girls...	...	..	.	...	...
	3.—Elementary, teaching the Kuran For Boys...	...	..	..	...	...
	3.—Elementary, teaching the Kuran ,, Girls...	...	..	...	...	..
	4.—Other Schools not conforming to Departmental Standards.—	...	...	...	...	...
	For Boys ...	2	159	131	131	28
	For Girls ...	1	84	14	..	70
	Total ...	9	369	145	227	98
	GRAND TOTAL ...	3,346	237,469	13,902	2,935	233,924

ERAL, TABLE III.

Central Provinces and Berar for the official year 1906-07.— (*Concld.*)

Classification of Scholars on the 31st March according to Race or Creed.								Number of girls in boys' schools.	Number of boys in girls' schools.	Remarks.
Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.			
		Brahmins.	Non-Brahmins.							
27	28	29	30	31	32	33	34	35	36	37
4	5	185	68	11	...	1	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	28	10	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
1	...	8	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
5	5	221	78	11	...	1	...	...	...	
52	36	1,197	5 0	180	7	16	8	...	...	
170	301	3,876	4,802	1,307	83	37	73	12	...	
...	1,043	4,420	21,598	3,346	142	...	955	168	...	
29	...	...	...	...	...	5	...	...	...	
120	140	...	4	...	...	15	...	...	3	
...	1,022	165	500	26	...	2	6	...	28	
371	2,542	9,664	27,424	4,868	232	75	1,042	180	31	
279	902	16,231	124,074	15,030	438	43	20,350	5,035	...	
529	644	2,097	7,153	1,623	89	40	305	...	184	
808	1,546	18 3-8	131,227	16,653	527	83	20,655	5,035	184	
...	31	115	196	29	7	...	5	...	...	
...	1	10	24	1	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	..	
..	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	13	12	...	...	...	...	...	...	
62	26	1	34	2	...	..	11	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	32	40	8	...	...	...	...	...	
...	...	3	51	13	...	...	7	...	...	
62	58	174	357	53	7	...	23	...	...	
1,246	4,151	28,387	159,086	21,585	766	159	21,720	5,215	215	
...	...	...	...	49	...	...	...	...	...	
...	...	17	30	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	..	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	..	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
..	...	...	...	...	...	...	...	...	...	
...	28	100	31	...	...	...	...	...	...	
..	84	...	...	...	...	...	...	..	...	
...	112	117	61	49	...	...	...	.	...	
1,246	4,263	28,504	159,147	21,634	766	159	21,720	5,215	215	

EDUCATION—GENERAL TABLE III-A.

Number of scholars on the 31st March classified according to Sex, Race, or Creed, for the official year 1906-07.

Class of Institutions.		Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Budhists.	Parsis.	Gonds and other aborigines.	Others.
				Brahmins.	Non-Brahmins.					
COLLEGIATE EDUCATION.										
ARTS COLLEGES.										
English	Male	4	5	185	68	11	...	1	...	...
	Female	...	...	...	..	...	...	...	...	...
Oriental	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
COLLEGE FOR PROFESSIONAL TRAINING.										
Law	Male	...	...	28	10	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
Medicine	Male	...	...	...	..	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
Engineering	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	..	...
B. Sc. Class	Male	1	...	8	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
Agriculture	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	..
	Total	5	5	221	78	11	...	1	...	...
SCHOOL EDUCATION—GENERAL.										
SECONDARY SCHOOLS.										
For Boys.										
High Schools	Male	52	36	1,197	520	189	7	16	2	6
	Female	...	...	...	...	...	...	..	...	...
Middle Schools—										
English	Male	161	298	3,876	4,802	1,307	83	37	20	53
	Female	9	3	...	...	...	...	...	...	...
Vernacular	Male	...	1,043	4,394	21,480	3,332	141	...	253	699
	Female	...	...	32	118	14	1	...	...	3
For Girls.										
High Schools	Male	..	...	...	...	...	...	...	...	...
	Female	29	...	...	...	...	...	5	...	..
Middle Schools—										
English	Male	1	2	...	...	...	...	...	...	...
	Female	119	138	...	4	...	...	15	...	...
Vernacular	Male	...	13	...	14	1	...	...	...	...
	Female	...	1,009	165	486	25	...	2	...	6
	Total	371	2,542	9,664	27,424	4,868	232	75	275	767
PRIMARY SCHOOLS.										
For Boys	Male	222	802	16,031	120,515	14,760	426	43	5,661	13,852
	Female	57	100	200	3,559	270	12	...	351	486
For Girls	Male	160	...	...	18	...	...	6	...	...
	Female	369	644	2,097	7,135	1,623	89	34	94	211
	Total	808	1,546	18,328	131,227	16,653	527	85	6,106	14,549

EDUCATION—GENERAL TABLE III-A.

Number of scholars on the 31st March classified according to Sex, Race, or Creed, for the official year 1906-07.

Class of Institutions.		Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Gonds and other aborigines.	Others.
				Brahmins.	Non-Brahmins.					
SCHOOL EDUCATION—SPECIAL.										
SCHOOLS FOR SPECIAL INSTRUCTION.										
Training Schools ...	Male	...	31	115	196	29	7	...	1	4
	Female	...	1	10	24	1	...	...	...	...
Schools of Art ...	Male	...	...	...	...	..	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
Law Schools ...	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
Reformatory Schools	Male	...	...	3	51	13	...	...	...	7
	Female	...	...	...	...	...	...	...	...	...
Engineering and Surveying Schools.	Male	...	...	13	12	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
Industrial Schools	Male	62	26	1	34	2	...	...	...	11
	Female	...	...	...	...	...	...	...	...	...
Agricultural School.	Male	...	...	32	40	8	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
	Total ...	62	58	174	357	53	7	...	1	22
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION.		1,246	4,151	28,387	159 086	21,585	765	159	6,382	15,338
PRIVATE INSTITUTIONS.										
1. Advanced Teaching—										
(*a*) Arabic or Persian	Male	...	...	...	...	49	...	...	...	.
	Female	...	...	...	...	...	...	...	...	...
(*b*) Sanskrit ...	Male	...	...	17	30	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
(*c*) Any other Oriental classics ...	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
2. Elementary Teaching in Vernacular only or mainly—										
For Boys ...	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
For Girls ...	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
3. Elementary Teaching—the Koran only—										
For Boys ...	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	..	..
For Girls ...	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
Other Schools not conforming to Departmental Standards—										
For Boys ...	Male	...	28	100	31	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
For Girls ...	Male	...	...	...	...	...	...	...	...	...
	Female	...	84	...	...	...	...	...	...	..
TOTAL OF PRIVATE INSTITUTIONS ...		...	112	117	61	49	...	...	...	...
GRAND TOTAL ...		1,246	4,263	28,504	159,147	21,634	766	159	6,382	15,338

Return of Expenditure on Public Instruction in the Central

Objects of Expenditure.	Public						
	Under Public						
	Managed by Government.						
	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	2	3	4	5	6	7	8
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
ARTS COLLEGES.							
COLLEGIATE EDUCATION. English	23,889	...	...	5,296	...	3,406	32,591
COLLEGIATE EDUCATION. Oriental	...	...	...	...	..	..	...
COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.							
COLLEGIATE EDUCATION. Law	3,111	...	...	1,265	...	292	4,668
COLLEGIATE EDUCATION. Medicine	..	...	...	...	...	..	...
COLLEGIATE EDUCATION. B Sc. Class	4,656	...	...	...	...	...	4,656
COLLEGIATE EDUCATION. Teaching	..	...	...	...	...	...	...
COLLEGIATE EDUCATION. Agriculture	...	...	...	...	...	...	...
Total	31,656	...	...	6,561	...	3,698	41,915
SECONDARY SCHOOLS.							
SCHOOL EDUCATION, GENERAL. For Boys — High Schools	55,146	...	4,220	15,007	41	107	74,521
SCHOOL EDUCATION, GENERAL. For Boys — Middle Schools — English	33,358	...	2,603	20,750	6,836	149	63,696
SCHOOL EDUCATION, GENERAL. For Boys — Middle Schools — Vernacular	865	...	...	...	...	...	865
SCHOOL EDUCATION, GENERAL. For Girls — High Schools	...	...	...	...	...	...	...
SCHOOL EDUCATION, GENERAL. For Girls — Middle Schools — English	...	...	...	...	...	...	...
SCHOOL EDUCATION, GENERAL. For Girls — Middle Schools — Vernacular	1,219	..	...	...	...	...	1,219
Total	90,588	...	6,823	35,757	6,877	256	1,40,301
PRIMARY SCHOOLS.							
For Boys	2,157	...	52	265	8	...	2,482
For Girls	54,623	...	...	...	167	61	54,851
Total	56,780	...	52	265	175	61	57,333
SCHOOLS FOR SPECIAL INSTRUCTION.							
SCHOOL EDUCATION, SPECIAL. Training Schools for Masters	69,046	..	...	...	...	...	69,046
SCHOOL EDUCATION, SPECIAL. Training Schools for Mistresses	13,790	...	...	...	...	...	13,790
SCHOOL EDUCATION, SPECIAL. Schools of Art	...	...	...	.	...	...	
SCHOOL EDUCATION, SPECIAL. Law Schools	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Medical Schools	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Engineering and Surveying Schools	3,458	...	...	..	...	...	3,458
SCHOOL EDUCATION, SPECIAL. Industrial Schools	2,863	...	...	...	...	...	2,863
SCHOOL EDUCATION, SPECIAL. Commercial Schools	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Agricultural Schools	14,883	...	.	...	...	...	14,883
SCHOOL EDUCATION, SPECIAL. Other Schools—Reformatory	12,660	...	...	...	...	...	12,660
Total	1,16,700	...	...	..	...	...	1,16,700
Buildings	4,654	...	139	...	...	...	4,793
Furniture and Apparatus (special grants only)	24,351	...	...	...	110	...	24,461
Total	29,005	...	139	...	110	...	29,254
University	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN — Arts Colleges	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN — Medical Colleges	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN — Professional Colleges	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN — Secondary Schools	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN — Primary Schools	...	...	...	...	...	..	...
SCHOLARSHIPS HELD IN — Medical Schools	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN — Technical and Industrial Schools	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN — Other Special Schools	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION	3,24,729	...	7,014	42,583	7,162	4,015	3,85,503

ERAL TABLE IV.

Provinces and Berar for the official year 1906-07.

Institutions.													
Management.													
Managed by District or Municipal Boards.							Maintained by Feudatory States.						
Provincial Revenue.	District Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Native State Revenues.	Local Funds in Native States.	Municipal Funds raised in Native States.	Fees.	Subscriptions.	Endowments and other sources.	Total.
9	10	11	12	13	14	15	16	17	18	19	20	21	22
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	..	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	.	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	..	...	..	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	..	...
4,530	...	797	3,246	79	5	8,657	2,878	...	...	...	...	...	2,878
7,099	7,051	23,361	14,346	254	457	52,568	3,736	...	1,389	252	..	...	5,377
11,961	59,848	11,733	1,501	121	4	85,173	2,433	1,535	1,868	264	...	400	6,500
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	..	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
23,590	66,899	35,896	19,093	454	466	1,46,398	9,047	1,535	3,257	516	...	400	14,755
18,581	5,46,364	41,316	9,309	868	1,881	6,18,319	19,885	7,892	390	368	269	1,301	30,105
...	240	...	...	...	...	240	1,775	65	422	24	...	..	2,286
18,581	5,46,604	41,316	9,309	868	1,881	6,18,559	21,660	7,957	812	392	269	1,301	32,391
...	...	...	...	...	..	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	..	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	..	...
..	...	...	...	...	...	...	...	..	...	...	...	...	...
...	...	...	...	...	...	...	...	...

Return of Expenditure on Public Instruction in the Central

Objects of Expenditure.	Public — Under private — Aided by Government or by District or Municipal Boards. — Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
	23	24	25	26	27	28	29
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
ARTS COLLEGES.							
Collegiate Education — English	13,984	...	1,500	7,237	...	15,216	37,937
Collegiate Education — Oriental	...	...	...	...	...	...	...
COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.							
Collegiate Education — Law	...	...	...	...	...	...	...
Collegiate Education — Medicine	...	...	...	...	...	...	...
Collegiate Education — B. Sc Class	...	...	...	...	...	...	...
Collegiate Education — Teaching	...	...	...	...	...	...	...
Collegiate Education — Agriculture	...	...	...	...	...	...	...
Total	13,984	...	1,500	7,237	...	15,216	37,937
SECONDARY SCHOOLS.							
School Education, General — For Boys. High Schools	23,357	...	2,832	18,279	6,449	7,955	58,872
School Education, General — For Boys. Middle Schools English	31,363	...	3,641	24,144	4,286	21,157	84,591
School Education, General — For Boys. Middle Schools Vernacular	7,021	...	...	570	394	9,660	17,645
School Education, General — For Girls. High Schools	3,400	...	60	1,334	...	1,055	5,849
School Education, General — For Girls. Middle Schools English	6,585	...	60	5,521	140	3,871	16,177
School Education, General — For Girls. Middle Schools Vernacular	6,934	...	224	63	1,292	6,905	15,418
Total	78,660	...	6,817	49,911	12,561	50,603	1,98,552
PRIMARY SCHOOLS.							
School Education, General — For Boys	31,168	...	5,398	10,310	8,537	17,292	72,705
School Education, General — For Girls	21,834	...	2,030	9,786	3,855	23,436	60,941
Total	53,002	...	7,428	20,096	12,392	40,728	1,33,646
SCHOOLS FOR SPECIAL INSTRUCTION.							
School Education, Special — Training Schools for Masters	...	...	...	...	...	...	...
School Education, Special — Training Schools for Mistresses	...	...	...	...	...	...	...
School Education, Special — School of Arts	...	...	...	...	...	...	...
School Education, Special — Law Schools	...	...	...	...	...	...	...
School Education, Special — Medical Schools	...	...	...	...	...	...	...
School Education, Special — Engineering and Surveying Schools	...	...	...	...	...	...	...
School Education, Special — Industrial Schools	1,980	...	...	...	...	1 8 0	3,780
School Education, Special — Commercial Schools	...	...	...	...	...	...	...
School Education, Special — Agricultural Schools	...	...	...	...	...	...	...
School Education, Special — Other Schools – Reformatory	...	...	...	...	...	...	...
Total	1,980	...	...	...	...	1,800	3,780
Buildings	39,157	1,499	1,151	272	11,762	40,991	94,832
Furniture and apparatus (special grants only)	15,067	...	...	233	830	6,135	22,265
Total	54,224	1,499	1,151	505	12,592	47,126	1,17,097
University	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...
Scholarships held in — Arts Colleges	...	...	...	...	...	...	...
Scholarships held in — Medical Colleges	...	...	...	...	...	...	...
Scholarships held in — Professional Colleges	...	...	...	...	...	...	...
Scholarships held in — Secondary Schools	...	...	...	...	...	...	...
Scholarships held in — Primary Schools	...	...	...	...	...	...	...
Scholarships held in — Medical Schools	...	...	...	...	...	...	...
Scholarships held in — Technical and Industrial Schools	...	...	...	...	...	...	...
Scholarships held in — Other Special Schools	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION	2,01,850	1,499	16,896	77,749	37,545	1,55,473	4,91,012

ERAL TABLE IV.

Provinces and Berar for the official year 1906-07.—(Concld.)

Institutions.				Total Expenditure from							Remarks.
Management.											
Unaided.											
Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	All other sources.		Grand Total.	
								Private.	Public.		
30	31	32	33	34	35	36	37	38	39	40	41
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
...	...	...	...	37,873	...	1,500	12,533	18,622	...	70,528	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	3,111	...	...	1,265	292	...	4,668	
...	...	...	...	...	...	...	...	...	...	...	
..	...	...	...	4,656	..	...	...	...	...	4,656	
...	...	...	...	...	...	...	...	...	...	...	
..	.	..	...	...	...	..	...	...	...	...	
...	...	...	...	45,640	...	1,500	13,798	18,914	...	79,852	
1,842	...	4,038	5,880	83,033	...	7,849	38,374	18,674	2,878	1,50,808	
217	583	991	1,791	71,820	7,051	29,695	50,457	36,354	3,736	2,08,023	
...	...	...	...	19,847	59,848	11,738	2,071	14,246	2,433	1,10,183	
...	...	...	...	3,400	...	60	1,334	1,055	...	5,849	
...	...	...	...	6,585	...	60	5,521	4,011	...	16,177	
...	...	...	...	8,153	...	224	63	8,197	..	16,637	
2,059	583	5,029	7,671	1,92,838	66,899	49,536	1,06,820	82,537	9,047	5,07,677	
2,973	14,586	4,826	22,385	51,906	5,46,364	46,766	22,857	58,218	19,885	7,45,996	
...	72	1,733	1,805	76,457	240	2,030	9,786	29,835	1,775	1,20,123	
2,973	14,658	6,559	24,190	1,28,363	5,46,604	48,796	32,643	88,053	21,660	8,66,119	
..	...	...	...	69,046	...	...	..	...	...	69,046	
...	...	...	..	13,790	...	...	...	...	...	13,790	
...	...	...	...	. .	...	...	...	...	...	...	
...	...	...	...	..	...	...	...	..	...	...	
...	...	...	...	...	..	...	...	...	...	...	
	...	...	...	3,458	...	...	...	...	...	3,458	
...	...	...	...	4,843	...	...	..	1,800	...	6,643	
.	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	14,883	...	...	...	...	..	14,883	
...	...	..	..	12,660	...	...	...	...	...	12,660	
...	...	...	...	1,18,680	...	..	...	1,800	...	1,20,480	
...	...	19,600	19,600	56,129	1,28,932	14,205	343	75,617	800	2,76,116	
...	78	507	585	39,034	23,754	2,946	653	9,905	2,061	79,253	
...	78	20,107	20,185	96,063	1,52,686	17,241	996	85,522	2,861	3,55,369	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	..	40,452	...	...	...	...	...	40,452	
...	...	...	...	1,62,013	3,773	...	...	379	9,162	1,75,327	
..	...	...	.	8,476	...	...	...	293	829	9,598	
...	...	...	..	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	..	
...	...	...	...	13,231	9,784	345	...	1,376	1,610	26,346	
...	...	...	...	2,581	...	...	...	318	921	3,820	
...	...	...	...	250	...	...	...	...	...	250	
...	...	...	...	2,961	2,453	...	...	1,500	...	6,914	
...	...	...	...	...	...	...	...	..	...	...	
...	...	...	...	21,803	5,625	2,003	4,330	21,349	747	55,857	
...	...	..	...	2,51,767	21,635	2,348	4,330	25,215	13,269	3,18,564	
5,032	15,319	31,695	52,046	8,33,351	7,87,824	1,19,421	1,58,587	3,02,041	46,837	22,48,061	

Return of the Stages of Instruction of Pupils in Public Schools for General Education

Class of Schools.			Number of schools.	Number of pupils on the rolls on 31st March.	High Stage. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination. 1			Middle Stage. Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle Stage). 2		
					Boys.	Girls.	Total.	Boys.	Girls.	Total.
SECONDARY SCHOOLS.										
For Boys	Departmental	English	39	6,122	1,058	...	1,058	3,509	...	3,509
		Vernacular	1	97	...	...	...	8	...	8
	District Fund	English	5	259	...	...	...	259	...	259
		Vernacular	201	23,975	...	...	...	3,199	...	3,199
	Municipal	English	27	2,829	173	...	173	2,656	...	2,656
		Vernacular	19	3,463	...	...	...	413	...	413
	Native State	English	7	307	23	...	23	284	...	284
		Vernacular	10	1,872	...	...	...	194	...	194
	Aided	English	42	2 972	791	...	791	2,169	12	2,181
		Vernacular	21	2,103	...	...	...	289	...	289
	Unaided	English	6	185	124	...	124	61	...	61
		Vernacular	...	...	...	..	...	...	...	...
	Total		378	44,184	2,169	...	2,169	13,041	12	13,053
For Girls	Departmental	English	...	...	...	...	...	...	...	...
		Vernacular	5	410	...	...	...	...	15	15
	District Fund	English	...	...	...	...	...	...	...	..
		Vernacular	...	...	..	...	...	...	...	...
	Municipal	English	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	Native State	English	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	Aided	English	13	313	...	32	32	3	278	281
		Vernacular	16	1,311	...	...	...	...	293	293
	Unaided	English	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	Total		34	2,034	...	32	32	3	586	589
TOTAL SECONDARY SCHOOLS			412	46,218	2,169	32	2,201	13,044	598	13,642
PRIMARY SCHOOLS.										
For Boys	Departmental		8	664	...	...	...	...	...	...
	District Fund		2,008	130,724	...	...	...	818	...	818
	Municipal		110	14,272	14	...	14	59	..	59
	Native State		207	17,029	...	...	...	...	...	...
	Aided		156	10,402	...	...	...	...	...	...
	Unaided		156	4,166	...	...	...	...	...	...
	Total		2,645	177,347	14	...	14	877	...	877
For Girls	Departmental		175	8,617	...	...	...	...	...	...
	District Fund		1	40	...	...	...	...	...	...
	Municipal		...	...	...	...	...	.	...	...
	Native State		10	658	...	...	...	...	...	...
	Aided		62	2,901	...	...	...	...	. .	...
	Unaided		9	264	...	...	...	...	...	...
	Total		257	12,480	...	...	...	...	...	..
TOTAL PRIMARY SCHOOLS			2,902	189,827	14	...	14	877	...	877
GRAND TOTAL			3,314	236,045	2,183	32	2,215	13,921	598	14,519

GENERAL TABLE V.

in the Central Provinces and Berar at the end of the official year 1906-07.

Upper Primary Stage.			Lower Primary Stage.						TOTAL.		
Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			Comprising all pupils who have not passed beyond the Lower Primary Stage.								
			Reading printed books.			Not reading printed books.					
3			4			5					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
377	...	377	810	...	810	368	...	368	6,122	...	6,122
10	...	10	49	...	49	30	...	30	97	...	97
...	...	...	...	...	...	...	...	...	259	...	259
3,823	3	3,826	10,000	36	10,036	6,802	112	6,914	23,824	151	23,975
...	...	...	...	...	...	...	...	...	2,829	...	2,829
452	...	452	1,612	2	1,614	984	...	984	3,461	2	3,463
...	...	...	...	...	...	...	..	...	307	...	307
217	...	217	863	1	864	583	14	597	1,857	15	1,872
...	...	...	...	...	...	..	...	...	2,960	12	2,972
334	...	334	1,042	...	1,042	438	...	438	2,103	...	2,103
...	..	...	...	...	...	...	...	...	185	...	185
...	...	..	...	...	...	...	...	...	...	...	...
5,213	3	5,216	14,376	39	14,415	9,205	126	9,331	44,004	180	44,184
...	...	...	...	...	...	...	...	...	...	...	...
...	25	25	...	167	167	...	203	203	...	410	410
...	...	...	...	...	...	...	..	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	3	310	313
...	256	256	11	545	556	17	189	206	28	1,283	1,311
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	281	281	11	712	723	17	392	409	31	2,003	2,034
5,213	284	5,497	14,387	751	15,138	9,222	518	9,740	44,035	2,183	46,218
95	...	95	359	...	359	210	...	210	664	...	664
18,806	230	19,036	62,163	1,430	63,593	45,496	1,781	47,277	127,283	3,441	130,724
2,961	...	2,961	7,424	9	7,433	3,758	47	3,805	14,216	56	14,272
1,078	28	1,106	5,916	380	6,296	8,750	877	9,627	15,744	1,285	17,029
1,223	37	1,260	5,441	60	5,501	3,651	80	3,731	10,315	177	10,492
316	11	327	2,263	35	2,298	1,511	30	1,541	4,090	76	4,166
24,479	306	24,785	83,566	1,914	85,480	63,376	2,815	66,191	172,312	5,035	177,347
...	507	507	...	3,924	3,924	...	4,186	4,186	...	8,617	8,617
...	...	...	...	16	16	...	24	24	...	40	40
...	...	...	...	...	...	...	...	...	...	...	...
...	43	43	...	266	266	...	349	349	...	658	658
16	259	275	111	1,249	1,360	57	1,209	1,266	184	2,717	2,901
...	3	3	...	69	69	...	192	192	...	264	264
16	812	828	111	5,524	5,635	57	5,960	6,017	184	12,296	12,480
24,495	1,118	25,613	83,677	7,438	91,115	63,433	8,775	72,208	172,496	17,331	189,827
29,708	1,402	31,110	98,064	8,189	106,253	72,655	9,293	81,948	216,531	19,514	236,045

Return showing the results of Prescribed Examinations

Name of examination.	Number of Institutions sending Examinees.				Number of Examinees.				
	Institutions under public management.	Aided institutions.	Other institutions.	Total.	Institutions under public management.	Aided Institutions.	Other Institutions.	Private Students.	Total.
1	2	3	4	5	6	7	8	9	10
ARTS COLLEGES.									
1. Master of Arts ...	...	...	...	...	...	...	...	...	...
2. Bachelor of Arts ...	1	...	...	1	12	...	...	...	12
3. B. Sc. ...	1	...	...	1	6	...	...	...	6
4. First B. A. ...	...	...	...	...	...	...	...	...	...
4. First B. Sc. ...	...	...	...	...	...	...	...	...	...
4. First Arts ...	1	2	...	3	46	77	...	3	126
4. Previous Examination ...	...	...	...	...	...	...	...	...	...
ORIENTAL COLLEGES.									
1. Master of Oriental learning ...	...	...	...	...	...	...	...	...	...
2. Bachelor of Oriental learning ...	...	...	...	...	...	...	...	...	...
3. Honors in Sanskrit ...	...	...	...	...	...	...	...	...	...
Do. Arabic... ...	...	...	...	...	...	...	...	...	...
Do. Persian ...	...	...	...	...	...	...	...	...	...
4. High Proficiency in Sanskrit ...	...	...	...	...	...	...	...	...	...
Do. do. Arabic ...	...	...	...	...	...	...	...	...	...
Do. do. Persian ...	...	...	...	...	...	...	...	...	...
5. Proficiency in Sanskrit ...	...	...	...	...	...	...	...	...	...
Do. Arabic ...	...	...	...	...	...	...	...	...	...
Do. Persian ...	...	...	...	...	...	...	...	...	...
COLLEGES FOR PROFESSIONAL TRAINING.									
Law—									
1. Doctor of Law ...	...	...	...	...	...	...	...	...	...
2. Master of Law ...	...	...	...	...	...	...	...	...	...
3. Bachelor of Law ...	2	...	...	2	31	...	...	...	31
Medicine—									
1. M. D. ...	...	...	...	...	...	...	...	...	...
2. M. B. ...	...	...	...	...	...	...	...	...	...
3. Honors in Medicine and Surgery.	...	...	...	...	...	...	...	...	...
4. First M. B. ...	...	...	...	...	...	...	...	...	...
4. First L. M. ...	...	...	...	...	...	...	...	...	...
5. First M. B. ...	...	...	...	...	...	...	...	...	...
5. First L. S. ...	...	...	...	...	...	...	...	...	...
6. Preliminary Scientific ...	...	...	...	...	...	...	...	...	...

TABLE VI.

in the Central Provinces and Berar during the official year 1906-07.

Number of passed.					Race or creed of passed Scholars.								
							Hindus.						
Institutions under public management.	Aided Institutions.	Other Institutions.	Private Students.	Total.	Europeans and Eurasians.	Native Christians.	Brahmins.	Non-Brahmins.	Muhammadans.	Buddhists.	Parsees.	Others.	Remarks.
11	12	13	14	15	16	17	18	19	20	21	22	23	24
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
16	35	...	3	54	2	...	42	9	1	...	...	...	
...	...	...	...	...	...	...	...	...	...

Return showing the results of Prescribed Examinations

Name of examination	Number of Institutions sending Examinees.				Number of Examinees.				
	Institutions under public management.	Aided Institutions.	Other Institutions.	Total.	Institutions under Public management.	Aided Institutions.	Other Institutions.	Private Students.	Total.
1	2	3	4	5	6	7	8	9	10
COLLEGES FOR PROFESSIONAL TRAINING.—(*Concld*)									
ENGINEERING—									
1. M. C. E. ...	...	...	...	...	...	...	...	...	...
2. B. C. E. ...	...	...	...	...	...	...	...	...	...
3. L. C. E. ...	...	...	...	...	...	...	...	...	...
4. First L. C. E. ...	...	...	...	...	...	...	...	...	...
TEACHING—									
1. Licentiate in Teaching ...	...	...	...	...	...	...	...	...	...
SCHOOLS FOR GENERAL EDUCATION.									
Matriculation ... Boys ...	10	10	3	23	123	199	45	44	411
Matriculation ... Girls ...	...	...	...	...	...	...	...	...	...
School Final ... Boys ...	4	5	1	10	50	25	2	...	77
School Final ... Girls ...	...	...	...	...	...	...	...	...	...
Upper Secondary Examination. Boys ...	4	...	...	4	58	...	...	...	58
Upper Secondary Examination. Girls ...	...	...	...	...	...	...	...	...	...
Middle School Examination. Boys ...	37	16	...	53	490	229	...	...	719
Middle School Examination. Girls ...	...	4	...	4	...	22	...	...	22
High School Scholarship Examination. Boys ...	26	5	5	36	117	19	21	...	157
High School Scholarship Examination. Girls ...	...	...	...	...	...	...	...	...	...
Primary Examination ... Boys ...	1,983	123	188	2,294	15,436	1,050	1,154	146	17,786
Primary Examination ... Girls ...	98	44	8	150	292	270	75	3	640
SCHOOLS FOR SPECIAL INSTRUCTION.									
1. Training School Examination for Masters. Upper ...	1	...	...	1	15	...	...	15	30
1. Training School Examination for Masters. Lower ...	34	4	9	47	283	20	48	203	554
2. Training School Examination for Mistresses. Upper ...	...	...	...	...	...	...	...	...	...
2. Training School Examination for Mistresses. Lower ...	2	4	...	6	10	39	...	...	49
3. School of Art Examination ...	28	6	...	34	477	88	...	13	578
4. Medical Examination ...	...	...	...	...	...	...	...	...	...
5. Examination in Engineering and Surveying.	1	...	...	1	25	...	...	...	25
6. Industrial School Examination ...	...	...	...	...	...	...	...	...	...
7. Veterinary Examination ...	...	...	...	...	...	...	...	...	...
8. Examination in Agriculture ...	1	...	...	1	79	...	...	...	79

TABLE VI.

in the Central Provinces and Berar during the official year 1906-07.—(Concld.)

Number passed.					Race or creed of passed Scholars.								Remarks.
Institutions under public management.	Aided Institutions.	Other Institutions.	Private students.	Total.	Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Buddhists.	Parsees.	Others.	
							Brahmins.	Non-Brahmins.					
11	12	13	14	15	16	17	18	19	20	21	22	23	24
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	..	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	..	..	...	...	...	...	...	...	...	
102	141	17	44	304	7	4	213	62	16	...	1	1	
...	...	...	...	...	...	...	...	...	...	...	...	...	
38	21	..	...	59	...	...	19	33	7	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
21	...	...	...	21	..	...	13	6	...	...	1	1	
...	...	...	...	...	...	...	...	...	...	...	...	...	
327	170	...	...	497	20	25	258	136	50	2	2	4	
...	14	...	...	14	12	...	...	...	...	...	2	...	
9	...	15	...	24	..	...	18	3	2	...	...	1	
..	...	...	...	...	...	...	...	...	...	...	...	...	
10,392	781	815	8	11,996	38	219	2,050	7,932	832	241	129	555	
238	198	67	3	506	27	137	39	255	19	...	13	16	
...	...	...	...	...	...	...	...	...	...	...	...	...	
14	...	30	...	44	...	...	13	24	7	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	..	
...	...	...	...	...	...	...	...	...	...	...	...	...	
153	23	...	2	178	...	3	70	87	16	...	2	...	
...	...	...	...	...	...	...	...	...	..	...	...	...	
...	...	...	...	..	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	..	...	...	...	...	...	...	..	
...	...	...	...	...	..	...	...	...	...	...		...	

Return showing the Distribution of District Fund and Municipal Expenditure on

Objects of Expenditure.	Expenditure of District Boards on Public Instruction.													
	In Institutions managed by District Fund Boards.											In Institutions managed by		
	Number of Institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial grants.	District Funds.	Municipal grants.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Department.	Municipal Boards.	Private persons or Associations.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
ARTS COLLEGES.														
Collegiate Education. — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Collegiate Education. — Oriental	...	...	...	...	...	...	...	...	...	...	...	...	...	...
COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.														
Collegiate Education. — Law	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Collegiate Education. — Medicine	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Collegiate Education. — Engineering	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Collegiate Education. — B. Sc. Class	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Collegiate Education. — Agriculture	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...	...	...	...	...	...	...	...
SECONDARY SCHOOLS.														
School Education, General. — For Boys. High Schools	...	...	...	...	...	...	...	..	...	...	...	...	..	...
School Education, General. — For Boys. Middle Schools. English	...	5	259	266	196	...	7,051	...	...	...	...	7,051	...	...	...
School Education, General. — For Boys. Middle Schools. Vernacular	...	201	23,975	23,272	16,018	...	59,848	...	...	...	...	59,848	...	...	...
School Education, General. — For Girls. High Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School Education, General. — For Girls. Middle Schools. English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School Education, General. — For Girls. Middle Schools. Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	...	206	24,234	23,538	16,214	...	66,899	...	...	...	...	66,899	...	...	...
PRIMARY SCHOOLS.														
School Education, General. — For Boys	...	2,008	1,30,724	1,27,189	88,587	...	5,46,364	...	...	...	...	5,46,364	...	...	...
School Education, General. — For Girls	...	1	40	16	19	...	240	...	...	...	...	240	...	...	...
Total	...	2,009	1,30,764	1,27,205	88,606	...	5,46,604	...	...	...	...	5,46,604	...	...	...
SCHOOLS FOR SPECIAL INSTRUCTION.														
School Education, Special. — Training Schools for Masters	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School Education, Special. — Training Schools for Mistresses	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School Education, Special. — Schools of Art	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School Education, Special. — Law Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School Education, Special. — Medical Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School Education, Special. — Engineering and Surveying Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School Education, Special. — Industrial Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School Education, Special. — Commercial Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School Education, Special. — Agricultural Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School Education, Special. — Other Schools—Reformatory	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Buildings	...	...	...	...	...	...	1,27,433	...	...	...	...	1,27,433	...	...	1,499
Furniture and apparatus (special grants only)		...	...	...	...	...	23,754	...	...	...	...	23,754	...	...	...
Total	...	...	...	...	...	...	1,51,187	...	...	...	...	1,51,187	...	...	1,499
Inspection	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in— Arts Colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in— Medical Colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in— Professional Colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in— Secondary Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in— Primary Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in— Medical Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in— Technical and Industrial Schools.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in— Other Special Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
GRAND TOTAL	...	2,215	1,54,998	1,50,743	1,04,820	...	7,64,690	...	...	...	...	7,64,690	...	...	1,499

ERAL TABLE VII.

Public Instruction in the Central Provinces and Berar for the official year 1906-07.

Total District Fund expenditure on Public Instruction.	Expenditure of Municipal Boards on Public Instruction.														Total Municipal expenditure on Public Instruction.	Total expenditure of District Fund and Municipal Boards on Public Instruction.	Remarks.
	In Institutions managed by Municipal Boards.											In Institutions managed by					
	Number of Institutions.	Number of scholars on the rolls on 31st March.	Number of scholars on the rolls monthly during the year.	Average daily attendance.	Provincial grants.	Municipal rates.	District Funds	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Department.	District Fund Boards.	Private persons or Associations.			
16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
..	...	...	...	...	...	...	...	...	...	...	...	...	...	1,500	1,500	1,500	
...	...	...	...	...	...	...	...	...	..	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	.	...	..	
...	...	...	...	...	...	..	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,500	1,500	1,500	
...	4	173	140	104	4,530	797	...	3,246	79	5	8,657	4,220	...	2,832	7,849	7,849	
7,051	23	2,656	2,613	2,035	7,099	23,361	...	14,346	254	457	45,517	2,603	...	3,641	29,605	36,656	
59,848	19	3,463	3,447	2,611	11,961	11,738	...	1,501	121	4	25,325	...	...	...	11,738	71,586	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	60	60	60	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	60	60	60	
..	...	...	...	...	...	...	...	...	...	...	...	...	...	224	224	224	
66,899	46	6,292	6,200	4,750	23,590	35,896	...	19,093	454	466	79,499	6,823	...	6,817	49,536	1,16,435	
5,46,364	110	14,272	14,226	10,731	18,581	41,316	...	9,309	868	1,881	71,955	52	...	5,598	46,766	6,93,130	
240	...	...	...	...	...	...	...	...	...	...	...	...	...	2,030	2,030	2,270	
5,46,604	110	14,272	14,226	10,731	18,581	41,316	...	9,309	868	1,881	71,955	52	...	7,428	48,796	5,95,400	
...	...	..	...	..	..	...	...	...	...	...	...	...	...	...	...	.	
...	...	...	...	..	..	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	..	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	.	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	..	...	...	...	...	...	...	...	...	..	...	
...	...	...	...	..	...	...	...	...	...	...	...	...	...	...	..	.	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
1,28,932	...	...	...	...	12,318	13,005	...	71	1,008	...	26,492	139	...	1,151	14,295	1,43,227	
23,754	...	...	...	...	516	2,946	...	420	223	...	4,105	...	...	...	2,946	26,700	
1,52,686	...	...	...	...	12,834	15,951	...	491	1,321	...	30,597	139	...	1,151	17,241	1,69,927	
3,773	...	...	...	...	...	.	...	...	...	..	...	...	...	...	...	3,773	
...	...	...	...	...	...	.	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	..	...	...	...	..	...	...	...	...	...	..	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
9,784	...	...	...	...	...	...	...	...	...	...	...	...	...	...	345	10,129	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
2,453	...	...	...	...	..	...	...	...	...	...	...	...	...	...	...	2,453	
...	...	...	...	...	...	...	...	..	...	...	...	...	...	...	...	...	
5,625	...	...	...	...	...	...	...	...	..	...	...	...	...	...	2,003	7,628	
21,635	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2,348	23,983	
7,87,824	156	20,561	20,426	15,481	55,005	93,163	...	28,893	2,643	2,347	1,82,051	7,014	...	16,896	1,19,421	9,07,245	

EDUCATION—GENERAL TABLE VIII—(FOR MALES).

Return showing the Attendance and Expenditure in Hostels or Boarding-houses for the official year 1906-1907.

Class of Hostels or Boarding-houses.	Number of		Number of Boarders who are students of				Expenditure from					Remarks.
	Hostels or Boarding-houses.	Boarders.	Arts Colleges.	Secondary Schools.	Primary Schools.	Special Schools.	Provincial Revenues.	District or Municipal Funds.	Subscriptions or Endowments.	Fees.	Total Expenditure.	
1	2	3	4	5	6	7	8	9	10	11	12	13
							Rs.	Rs.	Rs.	Rs.	Rs.	
1.—Managed by Government ...	11	578	50	146	1	381	6,521	657	406	268	7,852	
2.—Managed by District or Municipal Boards.	15	218	...	11	7	...	23	3,158	1,476	124	4,781	
3.—Aided by Government or by Local or Municipal Boards.	17	634	50	88	196	...	5,495	60	11,804	22,000	39,359	
4.—Unaided ...	11	295	...	11	108	75	...	...	11,809	...	11,809	

EDUCATION—GENERAL TABLE VIII—(FOR FEMALES).

Return showing the Attendance and Expenditure in Hostels or Boarding-houses for the official year 1906-1907.

Class of Hostels or Boarding-houses.	Number of		Number of Boarders who are students of				Expenditure from					Remarks.
	Hostels or Boarding-houses.	Boarders.	Arts Colleges.	Secondary Schools.	Primary Schools.	Special Schools.	Provincial Revenues.	District or Municipal Funds.	Subscriptions or Endowments.	Fees.	Total Expenditure.	
1	2	3	4	5	6	7	8	9	10	11	12	13
							Rs.	Rs.	Rs.	Rs.	Rs.	
1.—Managed by Government ...	2	18	...	...	...	18	3,998	...	...	...	3,998	
2.—Managed by District or Municipal Boards.	...	...	...	...	...	...	...	...	...	...	...	
3.—Aided by Government or by Local or Municipal Boards.	10	450	...	153	252	45	12,444	...	18,550	13,751	44,745	
4.—Unaided ...	1	65	...	65	...	...	...	...	4,920	...	4,920	

EDUCATION—SUBSIDIARY TABLE No. II (FOR EUROPEANS ONLY).

Abstract Return of Expenditure on European Institutions in the Central Provinces for the official year 1906-07.

	Total Direct Expenditure.					Total Indirect Expenditure.						Remarks.
	University Education.	School Education—General.		School Education—Special.	Total.	Scholarships.	Buildings.	Furniture.	Miscellaneous.	Total.	Total Expenditure.	
	Arts Colleges.	Secondary Schools.	Primary Schools.	Industrial Schools.								
1	2	3	4	5	6	7	8	9	10	11	12	13
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
Institutions ... For males	...	24,873	16,444	2,880	44,197	872	6,479	1,939	1,536	10,826	55,023	
Institutions ... For females	...	18,649	26,296	..	46,945	315	20,114	4,027	1,520	25,976	72,921	
Total ...	...	43,522	44,740	2,880	91,142	1,187	26,593	5,966	3,056	36,802	1,27,944	
(*a*) Percentages of Provincial expenditure included in columns 2 to 11 to total Provincial expenditure on European Institutions.	..	35·73	31·76	2·30	69·78	1·98	22·93	4·60	·79	30·22	100·00	
(*b*) Do. do. to Municipal expenditure ...	..	24 14	75·86	...	100·00	..	...	...	...	...	100·00	
(*c*) Do. do. to total expenditure ...	...	34·01	34·97	2·25	7·15	·93	20·79	4·66	2·39	28·77	100·00	
Average annual cost of educating each pupil—	Rs a. p	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.							
Aided institutions Cost of Provincial Revenues ...	...	60 4 8	22 3 4	17 14 9	32 7 2							
Aided institutions Cost of Municipal Funds ...	...	2 3 4	2 14 1	...	2 10 11							
Total ...	...	122 4 1	52 1 4	37 6 5	70 8 8							
Unaided institutions	...	...	...	...	...							
Total ...	...	122 4 1	52 1 4	37 6 5	70 8 8							

EDUCATION—SUBSIDIARY TABLE No. III (FOR EUROPEANS ONLY).

Return of European Schools and Scholars in the Central Provinces for the year 1906-07.

		Public Institutions.								Grand total of public institutions.	Grand total of scholars on 31st March.	Number of scholars on 31st March learning			Girls in Boys' Schools.	Boys in Girls' Schools.	Remarks.
		Under private management,															
		Aided by the Government District Fund or Municipal Board.				Unaided.						English.	A classical language.	A vernacular language.			
		Number of institutions	Number of scholars on rolls on the 31st March 1907.	Average number on rolls monthly during the year.	Average daily attendance	Number of institutions.	Number of scholars on rolls on the 31st March 1907.	Average number on rolls monthly during the year.	Average daily attendance								
1		2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
School Education—General.	COLLEGES ..	...	...	...	...	...	...	...	...	...	...	...	...	..	..	...	
	SECONDARY SCHOOLS.																
	For boys ... High Schools ...	3	51	42	38	...	...	...	...	3	51	51	47	9	...	...	
	For boys ... Middle Schools...	4	182	173	154	...	...	...	...	4	182	182	135	133	9	...	
	For girls ... High Schools ...	4	34	28	23	...	...	...	...	4	34	34	34	...	...	...	
	For girls ... Middle Schools...	6	131	113	102	..	...	...	...	6	131	131	121	17	...	1	
	Total ...	17	398	356	317	...	...	...	...	17	398	398	337	159	9	1	
	PRIMARY SCHOOLS.																
	For boys	6	308	322	253	...	...	...	...	6	308	308	118	145	57	...	
	For girls	12	567	537	449	...	...	...	...	12	567	567	63	...	...	166	
	Total ...	18	875	859	702	...	...	...	...	18	875	875	181	145	57	166	
	SCHOOL EDUCATION—SPECIAL.																
	Industrial Schools ... For boys ...	1	62	77	74	...	...	...	...	1	62	...	...	...	...	...	
	Industrial Schools ... For girls ..	...	...	...	..	...	...	...	...	...	...	...	...	..	...	...	
	Total of schools or public institutions ..	36	1,335	1,292	1,093	...	...	...	..	36	1,335	1,273	518	304	66	167	

EDUCATION—GENERAL TABLE III-A.—(For Europeans only.)

Number of Scholars on the 31st March classified according to Sex, Race, or Creed, for the official year 1906-07.

		Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.
				Brahmins.	Non-Brahmins.				
COLLEGIATE EDUCATION.									
ARTS COLLEGES.									
English	Male	..	...	...	...	...	...	...	.
	Female	...	...	...	...	...	...	..	...
Oriental	Male	...	...	..	...	...	..	...	..
	Female	..	...	...	...	...	...	...	...
COLLEGES FOR PROFESSIONAL TRAINING.									
Law	Male	...	..	...	...	...	...	...	..
	Female	...	...	...	..	...	...	...	...
Medicine	Male	...	..	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...
Engineering	Male	...	...	...	...	...	...	...	...
	Female	.	...	...	.	...	..	...	.
Teaching	Male	...	..	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	
Agriculture	Male	...	...	...	...	...	..	...	...
	Female	...	...	...	...	...	..	...	...
	Total	...	..	...	...	...	...	...	...
SCHOOL EDUCATION—GENERAL.									
SECONDARY SCHOOLS.									
For boys.									
High Schools	Male	44	1	...	3	1	...	2	...
	Female	...	...	...	...	...	..	...	...
Middle Schools—									
English	Male	158	2	...	2	...	..	11	..
	Female	9	..	...	...	...	...	...	...
Vernacular	Male	...	.	..	...	..	...	..	..
	Female	...	...	...	...	...	..	...	..
For girls.									
High Schools	Male	..	...	...	...	..	...	...	..
	Female	29	...	...	...	...	...	5	...
Middle Schools—									
English	Male	1	...	...	...	...	...	...	...
	Female	119	...	...	...	...	...	11	...
Vernacular	Male		..	...	...	...	...	...	...
	Female	...	..	...	...	...	...	..	..
	Total	360	3	...	5	1	...	29	.
Primary Schools									
For boys	Male	210	1	1	8	.	3	22	..
	Female	57	...		..	...	.	...	..
For girls	Male	152	..	.	.	...	...	6	..
	Female	377	...	.	.	..	..	42	..
	Total	802	1	1	8	.	3	69	...

EDUCATION—GENERAL TABLE III-A. (For Europeans only.)

Number of Scholars on the 31st March classified according to Sex, Race, or Creed for the official year 1906-07.—(Concld.)

		Europeans and Eurasians.	Native Christains.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.
				Brahmins	Non-Brahmins.				
SCHOOL EDUCATION—SPECIAL.									
SCHOOLS FOR SPECIAL INSTRUCTION.									
Training Schools	Male	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	..	...	...
Schools of Art ...	Male	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...
Law Schools ..	Male	...	...	...	...	...	...	...	...
	Female	...	..	...	...	...	...	...	...
Medical Schools ...	Male	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...
Engineering and Surveying Schools.	Male	...	...	...	...	...	...	...	...
	Female	...	...	...	..	...	...	...	...
Industrial Schools ...	Male	62	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...
Other Schools	Male	...	...	...	...	...	...	...	..
	Female	...	...	...	...	...	...	...	...
Total ...		62	..	...	...	...	...	...	...
TOTAL OF SCHOOLS OF PUBLIC INSTRUCTION.		1,224	4	1	13	1	3	89	...
PRIVATE INSTITUTIONS.									
1. Advanced teaching—									
(*a*) Arabic or Persian ...	Male	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...
(*b*) Sanskrit	Male	...	...	...	...	...	...	...	...
	Female	...	..	...	...	...	...	...	...
(*c*) Any other oriental classics.	Male	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...
2. Elementary Teaching—a Vernacular only or mainly—									
For boys	Male	...	...	...	...	...	...	...	...
	Female	...	...	...	..	...	...	...	...
For girls	Male	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...
3. Elementary Teaching the Koran only—									
For boys	Male	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...
For girls	Male	...	...	...	...	...	...	...	...
	Female	...	...	...	...	..	...	...	...
Other Schools not conforming to departmental standards—									
For boys	Male	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...
For girls	Male	...	...	...	...	..	..	...	...
	Female	...	...	...	...	...	.	...	...
TOTAL OF PRIVATE INSTITUTIONS ...		...	...	...	...	...	...	...	...
GRAND TOTAL ...		1,224	4	1	13	1	3	89	...

EDUCATION—SUBSIDIARY TABLE IV (FOR EUROPEANS ONLY).

Return of Expenditure on European Institutions in the Central Provinces for the official year 1906-07.

Object of expenditure	Public Institutions										Total of expenditure from					Remarks
	Under private management.															
	Aided by the Department.						Unaided.									
	Provincial Revenues.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	Municipal Funds.	Fees.	All other sources.	Grand total.	
1	2a	2b	2	2d	2e	2	3a	3b	3	3	4a	4b	4c	4d	4	
COLLEGES.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
Secondary Schools—English.																
For boys .. High Schools ...	3,958	222	2,404	917	1,550	9,051	...	...	...	...	3,958	222	2,404	2,467	9,051	
For boys .. Middle Schools ..	8,341	445	4,661	1,125	1,250	15,822	...	...	...	...	8,341	445	4,661	2,375	15,822	
For girls .. High Schools ...	3,400	60	1,334	...	1,055	5,849	...	...	.	...	3,400	60	1,334	1,055	5,849	
For girls .. Middle Schools ...	5,765	60	5,362	50	1,563	12,800	...	...	...	...	5,765	60	5,362	1,613	12,800	
Total ...	21,464	787	13,761	2,092	5,418	43,522	...	...	...	...	21,464	787	13,761	7,510	43,522	
PRIMARY SCHOOLS.																
For boys ...	7,456	1,283	4,886	1,789	1,030	16,444	.	..	...	.	7,456	1,283	4,886	2,819	16,444	
For girls ...	11,623	1,190	9,674	52	5,757	28,296	...	...	...	...	11,623	1,190	9,674	5,809	28,296	
Total ...	19,079	2,473	14,560	1,841	6,787	44,740	...	...	...	..	19,079	2,473	14,560	8,628	44,740	
Industrial Schools ...	1,380	...	...	..	1,500	2,880	...	...	.	...	1,380	..	...	1,500	2,880	
Scholarships held in Colleges ... Arts ...	252	...	...	...	.	252	...	...	.	...	252	..	...	...	252	
Scholarships held in Colleges ... Professional ...	...	..	...	...	...	..	...	...	..	.	...	...	..	...	...	
Scholarships held in Secondary Schools ...	347	...	...	..	...	347	...		...	...	347	..	.	..	347	
Scholarships held in Primary Schools ..	588	...	...	...	..	588	..	...	.	..	588	...	...	...	588	
Buildings ...	13,777	...	112	55	12,649	26,593	...	...	...	...	13,777	...	112	12,704	26,593	
Furniture ...	2,765		194	150	2,857	5,966	...	.	...	...	2,765	...	104	3,007	5,966	
Miscellaneous—cadet grant ...	426	...	15	1,020	1,595	3,056	...	...	...	...	426	...	15	2,615	3,056	
Total ...	18,155	...	321	1,225	17,101	36,802	...	...	...	.	18,155	...	321	18,326	36,802	
Total expenditure on European Institutions .	60,078	3,260	28,642	5,158	30,806	1,27,944	...	...	...	..	60,078	3,260	28,642	35,964	1,27,944	

EDUCATION—SUBSIDIARY TABLE No. V (FOR EUROPEANS ONLY).

Return of the Stages of Instruction of Pupils in Public Schools for General Education in the European Schools of the Central Provinces for the official year 1906-07.

Class of schools		Number of schools.	Number of pupils on the rolls on 31st March.	High stage. Comprising all pupils who have passed beyond the Lower Secondary (Middle) stage, but have not passed the Matriculation Examination.			Middle stage. Comprising all pupils who have passed beyond the Upper Primary stage, but have not passed beyond the Lower Secondary Middle stage.			Upper Primary stage. Comprising all pupils who have passed beyond the Lower Primary stage, but have not passed beyond the Upper Primary stage.			Lower Primary stage. Comprising all pupils who have not passed beyond the Lower Primary stage						Total.		
													Reading printed books.			Not reading printed books.					
				1			2			3			4			5					
				Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
SECONDARY SCHOOLS.																					
For boys	Aided — English	7	233	51	..	51	173	9	182	...	..	...	...	...	...	...	...	...	224	9	233
	Unaided — Vernacular	..	.	...	...	..	...	..	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total	7	233	51	...	51	173	9	182	...	...	...	...	...	...	...	...	...	224	9	233
For girls	Aided — English	10	165	..	32	32	1	132	133	...	..	...	...	...	...	...	...	...	1	164	165
	Unaided — Vernacular	...	...	.	...	...	..	...	...	..	...	...	...	...	...	...	...	...	...	...	...
	Total	10	165	...	32	32	1	132	133	...	...	...	...	...	...	...	...	...	1	164	165
Total Secondary Schools		17	398	51	32	83	174	141	315	...	...	..	...	...	...	..	...	...	225	173	398
PRIMARY SCHOOLS.																					
For boys	Aided	6	308	...	...	..		...	...	96	25	121	150	28	178	5	4	9	251	57	308
	Unaided	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total	6	308	.	..	...	...	...	..	96	25	121	150	28	178	5	4	9	251	57	308
For girls	Aided	12	567	...	...		...	...	...	16	88	104	101	246	347	49	67	116	166	401	567
	Unaided		...	...		...	...	.	...		...			...	...	.	...	...	...	...	.
	Total	12	567			...	...	...	...	16	88	104	101	246	347	49	67	116	166	401	567
Total Primary Schools		18	875		...		.	...	...	112	113	225	251	274	525	54	71	125	417	458	875
GRAND TOTAL		35	1,273	51	32	83	174	141	315	112	113	225	251	274	525	54	71	125	642	631	1,273

NOTE.—The number of pupils shown in this table should correspond with the number returned under Primary and Secondary Schools in Form No. III. Mixed schools should be entered as Boys' schools or Girls' schools according as the number of boys or of girls is greater.

Sectt. Press, Nagpur.—No. 1073 Civil Sectt.—25-9-07—400

REPORT

ON THE

STATE AND PROGRESS OF EDUCATION

IN THE

CENTRAL PROVINCES AND BERAR

FOR THE YEAR

1907-08.

Agents for the sale of Books published by the Central Provinces Administration.

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SUPERINTENDENT, AMERICAN BAPTIST MISSION PRESS, Rangoon.

MANAGER, GENERAL BOOK DEPÔT, Nagpur and Jubbulpore.

A. M. & J. FERGUSON, Booksellers, Ceylon.

No. 1—VI-10-9.

CENTRAL PROVINCES ADMINISTRATION.

Education and Medical Department.

Nagpur, the 2nd January 1909.

READ—

Letter No. 487-S., dated the 30th August 1908, from the Director of Public Instruction, Central Provinces, forwarding the Report on the State and Progress of Education in the Central Provinces for 1907-08.

READ ALSO—

The Circle and District Reports.

RESOLUTION.

Like its predecessor the year under review was characterised, rather in an enhanced degree, by the general prevalence of plague, and scarcity caused a good deal of distress from October onwards. Notwithstanding these disturbing elements, the general results of the year were satisfactory. But at the same time, the achievements recorded in the pages of the Report do not fully represent the actual amount of educational activity that was going forward during the year, as this activity was, in the main, confined to the formulation and discussion of various schemes for reforms of far-reaching consequences, extending over the whole range of the system of public instruction. As a matter of fact no reform of any general nature could be undertaken pending the final announcement of the intentions of the Government of India in regard to secondary education, free primary education, and the lines on which the general system of education is to proceed in the future. In some cases opportunity has, however, been taken to introduce certain reforms so as to pave the way for carrying out the policy of the Government of India when that is finally declared.

2. During the year both the number of teaching institutions and the pupils on the rolls, embracing practically all branches of public instruction, have risen by 4·3 and 8·7 per cent, respectively. The income from fees also shows an increase of a little over Rs. 3,000 which, however small, cannot but be regarded as satisfactory considering the reduction in the scale of fees. Although it is difficult to judge of the actual amount of increase in the number of pupils directly due to this reform, it has helped towards the improvement noticeable in the general results.

3. The expenditure on education not only kept pace with the increased number of schools and scholars, but was also devoted to improvements in the shape of increase in the number and value of scholarships, provision of additional buildings and apparatus, and the enhancement of the pay of the teaching staff. These measures have naturally increased the cost of educating each pupil, which has risen from Rs. 6-14-10 to Rs. 7-9-8. It is noticeable that out of the total increase of over two lakhs of rupees in the expenditure on education from all sources, more than one-half was from District Funds, chiefly to meet increases in the pay of teachers.

4. With regard to the work of the different controlling agencies, the Chief Commissioner observes with pleasure that the system of co-ordinating the work of educational officers with that of Deputy Commissioners has rendered the control of the latter more effective and more interesting to themselves. Mr. Craddock is

glad to learn that Inspectors appreciate the assistance given by Deputy Commissioners, and trusts that the latter will not relax their active interest in education on account of any extra work thereby thrown on them; they should realise that in the recent orders of the Administration nothing has been done beyond insisting on the observance of the hitherto neglected principle that the Deputy Commissioner is the administrative educational authority of his district.

5. It is complained that the subordinate inspecting staff, especially in Berar, is overworked; the redistribution of ranges recently sanctioned for Berar will afford some relief in that division, and further relief throughout the Province may be hoped for when the orders of the Government of India in regard to secondary education are received.

6. The District Councils, Municipalities, School Committees, Missions and Anjumans have continued their efforts for the advancement of education in their respective spheres, but not so the Local Boards, who, except in a few instances have shown but a lukewarm interest in the subject. In the case of Nagpur, the Chief Commissioner particularly desires the Municipality to take its proper share in the management of schools.

7. Coming to the different branches of education, the number of students in the Arts Colleges rose from 274 to 381, and the percentage of students who successfully passed their examinations was 50 per cent as against 44 in the previous year, a result which reflects credit on the work of the teaching staff, especially as the attendance was seriously interfered with by the disturbances which agitated two out of the three Colleges. The Chief Commissioner is, however, unable to accept the explanation of the Director of Public Instruction that the deplorable results of the Morris College in the B. Sc. degree were due to the uncertainty in regard to the conduct of practical examinations by strange Professors as such conditions must always arise in every examination; and in view of the fact that for a part of the course the students were prepared at the Victoria College of Science in the Technical Institute, a more satisfactory explanation seems necessary. The Collegiate Institutions in the Province were inspected during the year by two of the deputies of the Allahabad University, whose suggestions are at present receiving consideration. With the exception of providing the laboratory of the Jubbulpore College with gas, fitting up the laboratory of the Hislop College, and making considerable headway in the work of fitting up the laboratory attached to the Victoria College of Science at Nagpur, no operations for the material equipment of the Colleges were undertaken during the year. The site for the erection of a new building for the Government College at Jubbulpore has, however, been fixed, and plans and estimates for converting the old Residency at Nagpur into a suitable building for the reception of the Morris College have been prepared, and these works will be undertaken as funds permit and buildings now used for other purposes become available.

8. During the year under review there were 386 schools imparting secondary education to 46,500 pupils, as against 378 schools with 44,184 pupils in the previous year. That the increase in the number of pupils has not been larger appears to be due to the fact that the percentage of passes at the Primary Examination, which constitutes the main source of the replenishment of the secondary classes, was practically the same as in the previous year, while the extraordinary success of boys at the Matriculation and School Final Examinations of 1907 depleted the 7th Standard classes of high schools. The results of the Matriculation Examination (41 per cent), though fairly satisfactory, compare very unfavourably with those of the previous year (71 per cent), but there was a remarkably large number of passes in the examination held in 1907. As regards the Middle School Examination, excepting Jubbulpore and Chhattisgarh Circles, for which no returns have been received, the number of candidates rose by 41 per cent while the number of passes fell from 69 to 58 per cent. The fall is explained to be due either to insufficient preparation of the boys for the examination or to their indifference as to results. The High School Scholarship Examination continues to be unpopular, and the question whether failure to pass this examination should debar candidates for admission to high schools is under consideration. The scheme for the School Final Examination has been settled since the

close of the year and is now in course of submission to the Government of India. The questions of the revision of the curriculum, text-books for the anglo-vernacular schools and of the curriculum of middle vernacular schools are under consideration. The Chief Commissioner agrees with the Director in his remarks that want of suitable accommodation is adverse to the maintenance of discipline and order, but although improvements are being undertaken, as funds permit, both in respect of school-buildings and hostels, the requirements are so large and so costly that some time must elapse before they can be met.

9. It is remarkable that primary education was not affected by the prevailing scarcity, Betul being the only district in which the lack of progress has been ascribed to hard times. Primary education showed steady progress during the year and promises rapid advancement in the future. The increase in the number of scholars, *viz.*, 13,000, was beyond all expectations. This increase was not the result of any accidental circumstance, but appears to be due to a real awakening for education, especially in the Chhattisgarh Circle, where over half of the total increase occurred. The number of schools, however, has not kept pace with the increase in the number of scholars as only 91 new schools were opened during the year, with the result that the older schools are getting rapidly overcrowded. This, as remarked by the Director, raises the hope that when new schools are established there will be no deficiency of scholars to fill them. Altogether 136 new buildings were erected during the year, but there are still as many as 378 or 17 per cent of the schools without buildings of their own. The schools in the Chhattisgarh Circle are satisfactorily provided for, but Berar, where it appears that extension of schools took precedence of the provision of buildings, is most deficient in this respect. In this circle more than one-third of the schools are held in rented houses with very meagre arrangements for ventilation, light and the like. Considering the prosperous financial condition of the Boards the Chief Commissioner sees no reason why they should not give their early attention to the matter of providing suitable accommodation for their schools.

10. During the year, the recruitment and outturn of the Training Institutions were satisfactory, and the Chief Commissioner is gratified to learn that, as a result of the increased rate of stipends, a better class of candidates is appearing in Berar. In the female normal school at Jubbulpore the number rose from 27 to 33, the highest it has yet had. The increase in the number of students at the female normal school at Amraoti is also encouraging, and it is hoped that in future the number will be still higher as since the close of the year the Administration has sanctioned certain pecuniary concessions with the object of inducing teachers to send their wives to the normal school. The question of raising the Training Institution to the status of a College is a part of the scheme for the improvement of secondary education, which is about to be referred to the Government of India.

11. The development of Industrial education in these Provinces received its proper share of attention. Three students were granted State Technical Scholarships and sent to England, one to study textile industries, and the other two to study mining. A student was also given a scholarship to study under the Director-General of Geological Survey. As it has been found difficult in the past to secure duly qualified candidates for the State Technical Scholarships tenable in Europe, scholarships have been instituted for graduates and under-graduates to enable them to take the preliminary course in textile industries at the Victoria Jubilee Technical Institute at Bombay; but the question of establishing similar scholar ships for a course in mining at Sibpur has been deferred until the settlement of the scheme for starting a Technical College or School at Nagpur for training men in engineering and mining. The practical engineering class at Jubbulpore continued to work satisfactorily; the examination results were good and all the passed candidates obtained employment. It, however, appears that recruitment for the class has been interfered with by the greater attractions offered by the Agricultural College. The industrial school at Basim has not proved a success; and with regard to that at Amraoti, it is reported that it is very difficult to keep the boys at school owing to better paid employment

offered by the mills. As the Chief Commissioner considers it undesirable to retain the law classes attached to the Jubbulpore College for a small number of students, he has decided to abolish them. Some difficulty is experienced in securing candidates for Medical Scholarships tenable at the Patna Medical School owing to the late publication of the results of the Matriculation Examination by the Allahabad University: the Chief Commissioner, however, hopes to get the students admitted in August, and thus save them the loss of a session which commences on the 15th June.

12. Female education shows a satisfactory advance, a noticeable feature of the year being the large increase in the number of girls attending boys' schools. The progress made may not be very remarkable, but there are indications which point to the increasing popularity of female education. Not only are demands being made by the residents of several important villages for the establishment of girls' schools, but in some cases such demands are accompanied by the assurances of residents that they will contribute half the cost of establishing these schools. This Mr. Craddock regards as a very healthy sign and welcomes the demand; but, as noticed last year, the opening of new schools is dependent on the supply of qualified female teachers, the dearth of whom not only makes the extension of female education a matter of some difficulty, but hampers the maintenance of existing schools. Among other encouraging features of this branch of education may be mentioned the increased interest shown by Indian ladies. The Ladies' Committees, which have been organised at certain centres, are expected to do much good, especially at Bhandara, where hitherto nothing seems to have popularised female education.

13 There has been a steady improvement in European education, and it is likely to be more rapid in future if, as is hoped, it is found possible to treat schools more liberally in the matter of grants. The two respects in which European education in the Province is most deficient are the supply of qualified teachers, and the punctual and regular attendance on the part of the pupils. By the establishment of a Training College for teachers at Sanawar, to which one candidate from the Central Provinces was sent during the year, the former defect is likely to be removed in course of time. The increase in the number of scholars, and the results of the examinations, were satisfactory.

14. Taking the Province as a whole the education of Muhammadans shows slow but steady advance. It is noticeable that, as remarked last year, the members of the Muhammadan community in Berar are more alive to the advantages of education than their co-religionists in the Central Provinces. The Anjuman Anglo-Vernacular School at Nagpur, which has been raised to the status of a high school, was treated generously by the Government in the matter of grants, and the Chief Commissioner hopes that the Muhammadan public will show an appreciation of the assistance rendered by the Government by coming forward with more liberal contributions towards the funds of the Anjuman, which has not yet been able to raise the necessary amount required for the erection of a suitable building for the high school.

15. Owing chiefly to Missionary effort, and also to the exertions of the subordinate executive staff, the number of Gonds and other aborigines and low castes attending school rose during the year by 22 per cent, the increase in secondary schools being most marked. This cannot but be regarded as satisfactory, for the hard times were not favourable to such an increase. The increase was most marked in the Amraoti and the Balaghat districts. The prejudice against the admission of low-caste pupils is a matter which will take some time to overcome. The views of the Chief Commissioner in regard to the establishment of special schools for low-caste boys were recorded in the last quinquennial review, and he sees no reason to depart from the views there enunciated. In this connection the success achieved in the Bastar and Khairagarh States is encouraging.

16. In the last quinquennial resolution it was remarked that the outbreaks of disorder were only a passing phase in the history of educational institutions, but the chapter of this year's Report devoted to the subject of discipline and

moral training again discloses some lamentable instances of breaches of discipline mostly traceable, directly or indirectly, to the prevailing political unrest. If, however, as the Commissioner, Nagpur Division, points out, the return of the boys to orderly behaviour was due to their having realised their mistake in lending an ear to political agitators, a useful lesson has been taught them, and it may be hoped that any recrudescence of the mischief will be rare. Mr. Craddock, however, still considers that there is great necessity for the exercise of vigilance, and everything depends upon the genuine co-operation of the heads of educational institutions and Superintendents of Hostels. The Chief Commissioner hopes that a recent case in which a Superintendent of a Hostel had disgracefully betrayed his trust and himself encouraged the introduction of seditious literature may prove a solitary instance of such unpardonable misconduct. The efforts made to ensure both greater comfort and better control for the boys have done much to popularise the hostel system, and these institutions are everywhere overcrowded.

17. With an increased demand for education of all kinds the resources both of the Department and of the Administration are severely taxed. Not only have the right lines of progress to be formulated, but there is a vigorous contest for the funds available, and demands for new schools have to be balanced against demands for improved ones, neither of which can be fully met. The public have yet to realise that it is futile to add to the number of inadequately equipped, badly housed and poorly staffed institutions, and that in the immediate present more attention must be paid to quality than to quantity. If they are apt to become impatient at the apparent slowness of the progress made, they must remember that if it is to be sound it must be slow, and that an advance which merely flooded the country with badly educated youths is bound to end in bitterness and disappointment.

18. The Chief Commissioner has pleasure in acknowledging the untiring exertions of the Director, Mr. Hill, to cope with the numerous problems and difficulties inseparable from the administration and development of this Department and in thanking the Inspectors working under him for the good work they have done. He desires especially to notice the firmness and tact displayed by Mr. Jones, the Principal of the Morris College, under trying and difficult circumstances.

ORDER.—Ordered, that a copy of this Resolution be submitted to the Government of India, Home Department; also that a copy be forwarded to the Director of Public Instruction, Central Provinces, for information and guidance, and that it be published in the *Central Provinces Gazette*.

R. P. COLOMB, LT.-COL., I. A.,

Second Secretary to the Chief Commissioner,

Central Provinces.

Govt. Press, Nagpur :—No. 1660, Civil Sectt.—7-1-09—410.

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No. 484-S.

FROM

S. CHARLES HILL, ESQ.,

DIRECTOR OF PUBLIC INSTRUCTION,

Central Provinces,

TO

THE SECRETARY TO THE HON'BLE THE CHIEF COMMISSIONER IN THE EDUCATION AND MEDICAL DEPARTMENT,

Central Provinces.

Nagpur, the 30th August 1908.

SIR,

I have the honour to submit the Annual Report on the state and progress of Education in the Central Provinces for the year 1907-08. It shows a steady continuance of progress in all respects, but so many important subjects, involving the whole area of Educational work, have been under discussion, that many minor matters, which will naturally be affected by the general conclusions arrived at, have been necessarily held in abeyance.

2. I have to record my thanks to Mr. Candy, who officiated during my absence on leave, and to Messrs. Mitchell, Spence, Evans and Nizamuddin for exceedingly good work. Mr. Beadon undertook all the heavy labour of preparing materials for the Quinquennial Report and wrote the first draft. Mr. Jones, Principal of the Morris College, deserves credit for his management of that Institution during a very trying period. Mr. Talvalkar, Headmaster of the Amraoti High School, received the title of Rao Sahib and retired during the course of the year. The numerous quotations from and references to the covering letters of the Commissioners and Deputy Commissioners will serve to show the great interest evinced by these officers in Educational problems.

CHAPTER I.—GENERAL SUMMARY.

3. A few matters of some importance may be noticed :—

(*a*) The observation by Schools of the Emperor's birthday.

(*b*) The issue of a Circular by the Government of India on the attitude of students and teachers towards political movements.

(*c*) The abolition of the Rs. 30 grade in the graded list of Secondary Teachers, so that better initial prospects are offered to men when entering the Department.

(*d*) The strengthening of the staff of all High Schools to meet the increase in numbers and to provide for the teaching of special subjects.

(*e*) The improvement of the Hostel system by the grant of allowances to Superintendents and Medical attendants, and by the placing of of the menial establishment under proper control.

(*f*) The abolition of the Entrance and School Final Examinations. From 1908 onwards the University holds only the Matriculation Examination, but the institution of a School Final, which shall be partly Departmental, is under consideration.

(*g*) The inspection of the Central Provinces Colleges by Inspectors appointed by the University.

(*h*) The appointment of Mandla and Jubbulpore as centres for the Calcutta Sanskrit Examinations.

(*i*) The increase of the Director's Office staff, by which the despatch of work has been to some extent facilitated.

4. The general statistical summary for the preparation of maps called for by the Government of India (Home Department No. $\frac{7\text{-Education}}{191}$—, dated the 28th March 1895) will be found in Appendix I.

5. Comparative statistics of Educational Institutions.—

Comparative Statement showing the number of Institutions and the number of Pupils under instruction.

Class of institutions.	1906-07.		1907-08.		Increase or decrease.		Percentage of increase or decrease	
	Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils.
British Territories.								
Colleges ... Arts ...	3	274	3	381	...	+ 107	...	+39·0
Colleges ... Professional.	3	47	3	63	...	+ 16	...	+34·0
Secondary Schools.. Boys ...	361	42,005	370	44,242	+ 9	+ 2,237	+2·4	+ 5·3
Secondary Schools.. Girls ...	34	2,034	35	2,135	+ 1	+ 101	+2·9	+ 4·9
Primary Schools ... Boys ..	2,438	160,318	2,529	173,561	+91	+13,243	+3·7	+ 8·2
Primary Schools ... Girls ...	247	11,822	249	12,683	+ 2	+ 861	+ ·8	+ 7·2
Special Schools ...	17	734	16	748	— 1	+ 14	—5·8	+ 1·9
Total ..	3,103	217,234	3,205	233,813	+102	+16,579	+3·2	+7·6
B.—Private Institutions.								
Advanced ...	6	96	5	85	—1	—11	—16·6	—11·4
Other Schools not conforming to Departmental Standard. Boys ...	2	159	3	73	+1	—86	+50·0	—54·0
Other Schools not conforming to Departmental Standard. Girls ...	1	84	1	135	...	+51	...	+60·7
Total ...	9	339	9	293	...	—46	...	—13·5
GRAND TOTAL ...	3,112	217,573	3,214	234,106	+102	+16,533	+3·2	+7·5
C.—Institutions in Feudatory States.								
Secondary Schools.. Boys .	17	2,179	16	2,258	—1	+79	—5·8	+3·6
Secondary Schools.. Girls ...	...	..	...	...	..	...	...	..
Primary Schools ... Boys ...	207	17,029	248	21,210	+41	+4,181	+19·8	+24·5
Primary Schools ... Girls ...	10	658	12	734	+2	+76	+20·0	+11·5
Total ...	234	19,866	276	24,202	+42	+4,336	+19·9	+21·8
GRAND TOTAL ...	3,346	237,439	3,490	258,308	+144	+20,869	+4·3	+8·7

The decrease of one School under "Special Schools" is due to the transfer of the Agricultural College to the Agricultural Department.

Proportion of Scholars to children of school-going age. See Appendix II.

6. The figures on which these calculations have been based are the same as those of last year. The percentage for boys has risen from 22·2 to 23·7 and for girls from 1·9 to 2·2 in British Territory. In the Feudatory States it has fallen from 20·2 to 18·1 for boys and from 2·1 to 1·8 for girls. This appears to be due to the addition of new States in which there was deficient provision of schools. When the figures for particular districts are examined, it appears that in the districts of Wardha, Betul, Seoni and Mandla the percentage of girls has remained the same, in all others it has risen, the highest increase being 1·2 in Nagpur, 1·0 in Raipur and 1·6 in Drug. For boys, however, there has been an actual decrease in the districts of Bhandara, Chanda, Betul, Seoni, Mandla, whilst the greatest increase is shown in Balaghat (3·4), Buldana (3·1), Raipur (2·8) Drug (2·7) Bilaspur (2·6), Akola (2·4), Nagpur (2·1), Nimar (2·0).

7. There is nothing to remark in reference to this subject except that the Statement in Appendix III is rather misleading, *e. g.*, we have a number of boys reading English in the upper primary and lower primary stages of Secondary Schools. This is possible only in European Schools or in English Middle Schools with attached vernacular classes, as in Berar. Again boys are represented as reading in the high stage of Primary Schools. There are no such boys except in the English Classes supported by voluntary contributions and attached to Primary Schools in Berar.

Scholars according to standard of instruction. Appendix III.

8. The only point noticeable is the increase in Gonds and other aborigines such as Kurkus, Kols, Bhils, &c., and also amongst low-castes (" Others "). This is, I think, due largely to the efforts of Christian Missions.

Scholars according to race or creed. Appendix IV.

9. General Table IV was sent to the Comptroller for verification, but as his final statements will not be prepared until next month, actual verification is impossible at present. Such variations as are noticeable are mentioned under their proper headings in subsequent paragraphs. The following Table is an abstract showing the sources from which expenditure has been met in British Territory :—

Expenditure. General Table IV.

Sources of Expenditure.	Total expenditure in		Increase or decrease by	Percentage to total expenditure.	
	1906-07.	1907-08.		1906-07.	1907-08.
	Rs.	Rs.	Rs.		
Provincial and Imperial Revenues	8 33,351	8,88,902	+55,551	38·2	[illegible]
District Funds	7,87,824	9,19,424	+1,32,600	36·1	[illegible]
Municipal Funds	1,19 421	1,64,738	+45,317	5·5	6·87
Fees	1,58,587	1,61,793	+3,206	7·3	6·76
Other sources	2,79,840	2,60,581	−19,259	12·9	10·[illegible]
Total ...	21,79,023	23,05,438	+2,1[illegible] 415	[illegible]	[illegible]

The chief item is the increased expenditure from District Funds, due to the advance in the pay of teachers. In Feudatory States the total expenditure has increased by Rs. 11,315. This year the Inspector's statistics include 14 States against 10 last year, but there was an increase of Rs. 7,567 in the expenditure on the 10 States mentioned in the Quinquennial Report.

CHAPTER II.—CONTROLLING AGENCIES.

10. I was absent on combined leave from the 1st August 1907 to the 1st February 1908, during which period Mr. Candy officiated for me.

11. Mr. Beadon was placed on special duty from the 15th May to the 26th July to assist in the preparation of the Quinquennial Report. Mr. Beadon officiated as Inspector of Berar for Mr. Candy, and Mr. Nizamuddin Ahmed as Inspector of Nagpur for Mr. Beadon, Miss Haes, Inspectress of Schools, went on leave on the 12th September 1907. and Miss Bailey acted as Inspectress for the remainder of the year.

Inspectors.

12. The Department is still short of two officers, *viz.*, the Principal of the Jubbulpore Government College and the Professor of English in the Morris College. For the Morris College the Secretary of State sent out Mr. Bray, but after about six months' experience of the climate he was forced to resign owing to indifferent health.

Collegiate Staff.

Deputy Inspectors.

13. Mr. Suraya Naidu, Deputy Inspector, Sironcha Range, died during the course of the year. The following officers are mentioned by the Inspectors for particularly good work and energy :—

Nagpur Circle—	Mr. Sheo Prasad Pande, Bhandara.
	Mr. Madho Narayan Kher, Balaghat.
	Mr. Ganesh Kashinath Agnihotri, Tirora.
Jubbulpore Circle—	Mr. Hanuman Prasad, Jubbulpore.
	Mr. Fadali Lal, Murwara.
Chhattisgarh Circle—	Mr. Ganpat Ramchandra Kanitkar, Dhamtari.
	Mr. Meher Ali, Raipur.
	Mr. Amrit Lal, Bilaspur.
Nerbudda Circle—	Mr. Jeya Lal, Narsinghpur.
	Mr. Gulab Sing, Chhindwara.
	Mr. Mulchand, Harda.
Berar Circle—	Mr. Ramchandra Sadashiva Lele, Amraoti.
	Mr. Krishnaji Ramchandra Kale, Akola.
	Mr. Ramkrishna Daji Jog, Amraoti.

All the Inspectors complain, and with reason, that the Deputy Inspectors are overworked, but Berar is the only Circle in which there are any Schools which were not inspected during the year. This is due, I think, at least partly, to the faulty system which has, in Berar, turned the Deputy Inspectors so largely into office men. The increase of the number of Ranges throughout the Provinces is one of the important matters which are still under consideration, together with the question of providing qualified reliefs.

EXTRA DEPARTMENTAL AGENCIES.

Deputy Commissioners.

14. In October 1906 the Local Administration issued orders rearranging and systematizing the work of Educational Officers, and coordinating their work with that of the Deputy Commissioners so far as the latter are concerned with Schools. This has, I am afraid, somewhat increased the educational work of the Deputy Commissioners, but it has, I think, rendered it more interesting and effective. I am glad to find that all the Inspectors speak with appreciation of the assistance they have received from the Deputy Commissioners.

Tahsildars.

15. Tahsildars remain, as they have always been, the compelling agency in regard to Primary Education. Almost without exception their work is well spoken of by the Inspectors. Several Deputy Commissioners note particularly the good work they have done in inducing aborigines and low-caste children to attend School.

District Councils and Boards.

16. The work of the Councils has been generally good. In Berar, however, Mr. Sly remarks: "The percentage of receipts spent by District Boards on Education is by no means high." This seems to show an unusual lack of interest. As in previous years, the work of the District Councils and Boards is chiefly concerned with Primary Education, but unless the Local Administration finds funds to establish English Schools in the interior, the demand for English Education is so great that it appears much of it will have to be entrusted to these Councils. Mr. Dewar points out that in Balaghat English Schools are "earnestly desired by the upper classes of proprietors, cultivators and merchants" and the same demand meets me wherever I go. The District Council of Betul established an Anglo-Vernacular Middle School at Multai during the year.

Municipal Committees.

17. The Inspector of Schools, Berar, makes no remark on the working of these Committees. The Inspectors of Schools in the other Circles all report favourably on their work, but it is noticeable that the Nagpur Municipality does not undertake the management of any Schools. The Inspector of Schools, in consultation with the Deputy Commissioner, is taking steps to remedy this unsatisfactory state of affairs. In all cases, of course, the proper equipment of Municipal Schools is still hampered by want of money.

School Committees.

18. Mr. Mitchell calls attention to the good work of these Committees during the year and especially to the zeal they have shown in celebrating the King Emperor's birthday.

Mr. Evans thinks they do good work in the Jubbulpore District and that they are improving in Damoh. In Saugor, they vary greatly, whilst in Mandla and Seoni their work is very poor. Mr. Beadon says they generally work well and that their work is best when they contain amongst their numbers the Police Constable or the Patwari. Mr. Candy reports a very large increase in the number of visits paid by the Committees to their Schools. Mr. Williamson says the interest shown by the Committees is slowly increasing.

Local Board Members.

19. The interest shown by these gentlemen in Schools is not very great, but a few individuals give great assistance. Mr. Beadon notices especially Rao Bahadur Seth Laxmichand of Katangi (Balaghat).

Missions and Anjumans.

20. I regret to say that none of the Inspectors have included any separate mention of the work done by these agencies in their reports, but that their work is good is evidenced by the fact that the Inspectors of the Nagpur and Jubbulpore Circles mention the Missions amongst the bodies deserving recognition. Mr. Candy mentions the useful work done by the Mission Industrial Institutions at Akola and Ellichpur. Mr. Mitchell appears to have inadvertently omitted all mention of Industrial Instruction in his Circle, although the Friends' Mission Works at Rasulia near Hoshangabad do exceedingly good work. Mr. Evans treats of Mission work in this respect only very casually. Mr. Williamson draws particular attention to the training of the blind by the Mennonite Mission at Dhamtari. I have on previous occasions spoken of the excellent work done by the Missions amongst the aboriginal races, and this is still continued. As regards the Anjumans, the chief of these are at Nagpur and at Jubbulpore, and I am glad to record that the former has succeeded at last in raising its school at Nagpur to the standard of a High School. The Sabhas at Mandla and Jubbulpore have recently taken steps to improve the study of Sanskrit, and these two towns have been appointed centres for the Sanskrit Examinations held under the superintendence of the Principal of the Sanskrit College, Calcutta. This is an absolutely new and noteworthy departure.

CHAPTER III.—COLLEGIATE EDUCATION.

Examination Results.

21. The fact that the University Examinations are held after the close of the official year makes the returns somewhat confusing, as the figures given in General Table No. VI really represent the results of the year previous to that under review, but the actual results of the work done in 1907-08 are as follows:—

Intermediate Examination.

	Candidates appeared.	Cadidates passed.
Jubbulpore College	44	21
Hislop College	28	15
Morris College	33	16
B. A. Examination.		
Jubbulpore College	8	4
Hislop College	12	6
Morris College	14	10
B. Sc. Examination.		
Jubbulpore College... ...	8	3
Hislop College	0	0
Morris College	3	0

It is regrettable that the candidates from the Morris College in the B. Sc., all failed, but there is always a great deal of uncertainty in regard to the conduct of practical examinations by strange Professors.

Numbers.

22. The number of students in our Arts Colleges has increased from 274 to 381. This is entirely due to the very large number of successful candidates in the Entrance and School Final Examinations held in May 1907. Consequently such a large increase cannot be expected during the present year. The number of students attending the Laboratories in the Victoria Technical Institute rose from 9 to 11, and I understand these numbers have more than doubled since the beginning of the new session.

Attendance.

23. The percentage of attendance has fallen seriously in the Jubbulpore and Morris Colleges. This is ascribed to the disturbances which agitated these Colleges at various times. I am the more pleased therefore, to be able to report that the figures for the Hislop College have been fairly satisfactory.

Staff.

24. There were no very important additions to the Staff during the year. The arrival and resignation of Mr. Pray, who was sent out as Professor in the Morris College have already been mentioned. One of the two posts of Assistant Professor in the Physics and Chemistry Laboratories of the Victoria Technical Institute was, however, filled up.

Buildings.

25. The erection of a new building for the Jubbulpore College and the removal of the Morris College to the Old Residency were under discussion during the year. Plans and estimates for the latter were prepared and the site for the former has now been fixed. A good deal of work has been done in completing the Laboratories attached to the Victoria Technical Institute. The Laboratory of the Jubbulpore College was provided with gas, and is now nearly complete. The Laboratory of the Hislop College has been fitted up, and the surroundings of the College partially cleared.

Hostels.

26. A decided step in advance has been taken in regard to the Jubbulpore Hostel, *viz.*, the provision of a menial staff under the control of the Principal. This is absolutely necessary if proper discipline is to be maintained.

College Life.

27. The Principal of the Jubbulpore College reports that there has been but little life in the Essay Society. The Principal of the Morris College mentions with appreciation the good work done by his Staff, especially that of Messrs. Tamhan, Bray and Banerji in reference to the Library and the Debating Society.

Inspection by the University.

28. The Reverend Mr. Westcott and Dr. Hill were deputed by the University to inspect our Colleges in January 1908 and the salient points of their Confidential Reports were communicated to the Colleges by the University. Their recommendations were as follows:—

(*a*) *Jubbulpore College.*—The increase of the Staff by two European Professors, extension of and better supervision of the Hostel, and the provision of a proper play-ground.

(*b*) *Morris College.*—The provision of suitable buildings for College and Hostel, the appointment of an additional Professor of Sanskrit and better provision for the Intermediate Science Classes.

(*c*) *Hislop College.*—Better provision for athletics.

(*d*) *Victoria Technical Institute Science Laboratories.*—Application for affiliation to the University.

All these matters are under consideration.

In addition to the above-mentioned Institutions, I should mention the St. Francis de Sales' College which was formerly affiliated to the Calcutta University up to the F. A. Standard and has now applied for affiliation to the Allahabad University. It is intended for European students only, and has no building apart from the School.

Expenditure.

29. No remarks are necessary on this subject, as the increase of expenditure has been quite normal and due to new appointment or increment of salaries.

Fees.

30. The increase in fee collections is naturally explained by the increase of numbers mentioned above. Under the circumstances it is difficult to estimate the effect of the lowering of the fee-rates.

CHAPTER IV.—SECONDARY EDUCATION.

Preliminary.

31. As the whole subject of Secondary Education is now under consideration it is somewhat difficult to deal with this subject adequately. Proposals prepared by me in July 1906, and dealing with various matters have been submitted for consideration, first to a Provincial Committee held at Jubbulpore in April and May 1908, and subsequently to a Conference of the Commissioners held at Pachmarhi in June 1908. The improvement of Secondary Education is a difficult and thorny subject, involving very wide issues, but the progress actually made in settling various points is really much greater than would appear from the mere record which follows.

Number of Schools.

32. The number of High Schools for natives remains the same. The Kashi Bai High School at Amraoti has disappeared and a Roman Catholic High School for natives has been established in Nagpur. There has been an increase of 5 Anglo-Vernacular Middle Schools and 2 Vernacular Middle Schools.

Number of Scholars.

33. The increase in the number of boys in High, Anglo-Vernacular and Vernacular Middle Schools is not very great, the passing of so many boys at the University Entrance and School Final of 1907 has of course depleted the 7th Class of High Schools.

Management of Secondary Schools.

34. On this subject there is nothing to add to what was said in last year's Report.

Buildings and equipment.

35. The Government High Schools are still deficient in buildings and equipment. The Chanda, Wardha and Balaghat Schools are still waiting for the erection of buildings. The Raipur Building has not made much progress. The Kamptee, Saugor, Hoshangabad and Amraoti Schools all need large extensions. The Akola School will be provided with suitable accommodation when the Training School is transferred to Amraoti. None of the High Schools have yet been provided with a Science Laboratory, which will be absolutely necessary not only to meet the requirements of the University but also our own needs in reference to the School Final Examination, which will soon be established. The provision of a building for the new Anglo-Vernacular School at Drug is under consideration, and the Pachmarhi Anglo-Vernacular School needs extension.

36. Almost all the Government Schools are calling out for increased Hostel accommodation, but this is a matter which can hardly be settled until the new scheme for providing Government Schools at head-quarters of Districts has been fully developed and we are in a position to judge of the real requirements of each.

37. Of the Municipal High Schools, Hinganghat is most in want of accommodation. Bilaspur also wants extension and a larger site. Very few of the Aided High Schools have good play-grounds. Most of these Schools need more Hostel accommodation.

38. Generally speaking, the want of suitable accommodation in our Schools is adverse to discipline and order. It has a particularly bad effect upon hand-writing. Boys crowded together on forms are unable to use pen and ink, and resort to pencils with which, sitting in a cramped position, they scrawl in their note-books. It is impossible under such circumstances for them to write well, and the habit of writing badly without being ashamed is very quickly acquired.

Staff.

39. In the Government High Schools a considerable addition has been made to the Staff to meet the increased number of boys (which under our rules necessitates the division of classes into sections) and to provide for the teaching of Science and Oriental Languages

In both High and Middle Schools the position of the teachers has been improved by the abolition of the Rs. 30 grade and further improvements are in contemplation.

Curriculum.

40. The curriculum and text-books for Anglo-Vernacular Schools were under consideration, but, owing to my absence on leave, no final conclusion could be come to during the year. My proposals have since been submitted for orders.

Examinations.

41. The Matriculation Examination was held in April 1908 after the close of the year under review. Out of 465 candidates only 189 passed This compares very unfavourably with last year when 304 passed out of 411, but that was a phenomenal year which, for the credit of the University, is not likely to be repeated. I fear that many boys got through who will have great difficulty in passing the Intermediate. Before going on leave, I prepared a rough scheme for a School Final Examination. This is still under consideration.

42 The High School Scholarship Examination was held in February 1908. The number of candidates has very slightly increased, but the examination still shows no signs of popularity. It is now under consideration whether failure to pass this examination should debar candidates for admission to High Schools.

43. For the Middle School Examination the Inspectors of the Jubbulpore and Chhattisgarh Circles give no returns. For the remaining Circles, the number of candidates increased by about 41 per cent, but the percentage of passes fell from 69 to 58 per cent. This shows very clearly that the Examination is not properly prepared for, or that the boys do not care whether they pass or not.

Hostels.

44. Since the close of the year the Chief Commissioner has ordered the preparation of standard plans for Hostels so that the superintendence may be more efficient, and the pupils enabled to enjoy some sort of corporate life.

Vernacular Middle Schools.

45. The increase in number of these schools has been very slight. The Middle Vernacular Course, concluding as it does without any formal examination, continues to be unattractive. Since my return from leave the question of a revised curriculum has been taken up, and a scheme formulated for making these Schools the natural avenue to the Normal Schools and also, by the introduction of English as an optional subject, a kind of link between Primary and English Schools. The scheme is still under consideration.

Expenditure.

46. There has been a total increase of about Rs. 70,000. The largest item is the increase on Vernacular Secondary Schools. This should, however, be taken in connection with Primary Schools as the Middle Vernacular Schools include Primary classes. It is ascribed chiefly to increased salaries of teachers and has taken place mostly in Board-managed Middle Vernacular Schools.

Fees.

47. There has been a small decrease of nearly Rs. 6,000 in the amount of fees collected. This is probably due to the lowering of the fee rates, as the number of pupils has slightly increased.

CHAPTER V.—PRIMARY EDUCATION.

Preliminary.

48. In the year 1906-07 a considerable reduction was made in the fee rates in Primary Schools, but very shortly after the Government of India called upon us to discuss the question of free Primary Education. Opinions were collected from all quarters, and this matter was threshed out in the Commissioners' Conference at Pachmarhi in June 1907. The final orders of the Government of India have not yet been received.

Curriculum

49. The objections to the present curriculum are strongest in the Berar Circle. Consequently the Inspector was asked to prepare a modification of the Central Provinces Curriculum which would suit Berar. This was then further modified to suit the other Marathi Circle, Nagpur, and finally handed over to the Inspectors of the Hindi-speaking Circles for consideration. A curriculum acceptable to all the Circles has now been drawn up and has since been submitted to the Chief Commissioner for orders.

50. From the demand for a further edition of the "Hints on teaching Patwari Papers" it appears that this little guide book has proved useful. In some of the Circles Hindi translations have been locally prepared and a standard Hindi edition is now under preparation by the Agricultural Department.

Examinations.

51. The Primary Course concludes with the Primary Examination, upon which the Middle School scholarships are given, and which also forms the means of entrance into Anglo-Vernacular Schools. This Examination was held during the last quarter of 1907 and the number of candidates, who appeared, increased by nearly 2,000. The percentage of passes is practically the same as last year.

Extension.

52. No general scheme for extension can be drawn up until the final orders of the Government of India on the proposal for free Primary Education have been received, and therefore nothing needs to be added to the remarks made in last year's Report as to the lines upon which extension should be made.

Number of Schools and Scholars.

53. The uncertainty of our position has made the increase in the number of schools somewhat slow. Ninety-one schools divided between 22 districts does not look very big, but the increase of over 13,000 scholars in one year is very satisfactory when one considers that during the quinquennium the average annual increase was estimated at only 5,000. This shows of course that the older schools are getting rapidly crowded, and so raises the hope that when we are able to establish more new schools we shall have no deficiency of scholars to fill them. As the bulk of our schools are Primary Schools, I will now take our Circles singly.

Nagpur Circle.

54. There has been a net increase of 5 schools and 745 pupils. Mr. Beadon points out that official statistics do not take account of the large amount of primary instruction imparted in private schools belonging to Malguzars and wealthy people living in villages where there are no schools. Mr. Napier agrees with him that these schools should be systematized and brought under control. I see no reason why they should not be included in a system of Branch Primary Schools. In this Circle the abolition of Monitors is by no means complete. The reason for this is that the orders on the subject have been variously interpreted, and in some districts, where qualified Assistants could not be obtained, it has been rightly considered uneconomical to raise the salary of the Monitor simply because he is called by another name. Of the districts of this Division, Balaghat is noticeable for the rapid increase in the proportion of boys of school-going age who attend School. Mr. Dewar remarks "In this district Primary Education appears to me, as a new comer, unusually popular. Most of the village schools are overcrowded and in many the masters have a list of candidates whom, from lack of accommodation, they cannot bring on the roll." The system of Village Libraries introduced by Mr. Low continues to flourish in Balaghat. Mr. Dewar notes that the main obstacle is the provision of suitable Vernacular Literature.

Berar Circle.

55. The statistics for this Circle show a total increase of 13 Primary Schools and a total increase of 3,288 in the number of scholars. As a matter of fact the District Boards opened 40 new schools, but 32 unaided schools were taken over or disappeared. The number of Primary Schools to which English Classes were attached has fallen from 38 to 35. Colonel Colomb, Deputy Commissioner of Buldana, considers that

District Board expenditure on Education is excessive and that other primary claims are neglected. If, as Colonel Colomb says, there are village schools held in temples, it would also seem that the distribution of the expenditure is not wise or separate buildings would have been provided long ago. Colonel Colomb also suggests that to allow teachers to close their schools for plague and then go where they will (on full pay) is a great temptation to close unnecessarily. This is a point to which the Deputy Inspectors should pay very careful attention to see that the concessions made by Government are not abused. Colonel Colomb further objects to the substitution of "Inspection" for "Examination." I sympathize with his views on this subject, but the orders of the Government of India must be carried out. In general, Colonel Colomb thinks that the "teaching staff is far too much of a class preserve; that the District Authorities have too little to say in educational matters and that there is too little of the personal direction of the trained European." As regards the first of these complaints I hope that the new scheme for training teachers, if sanctioned by the Local Administration, will result in our obtaining our primary teaching staff locally and from all respectable classes of the people. As regards the second, the recent orders issued by the Local Administration have greatly increased the powers of the District Authorities and co-ordinated the work of Educational Officers proper with the educational work of the District Officers. As regards the third, I am afraid there is little or no chance of the number of European Educational Officers being increased, and it is of course impossible that in so large a Circle the single Inspector should see more than a mere fraction of his schools yearly.

Nerbudda Circle.

56. In this Circle there has been an increase of 8 Primary Schools and about 1,000 pupils. Mr. Mitchell calls attention to the fact that the schools still continue to retain "their prominence in the matter of gardens." Games and physical instruction are increasing in popularity and the Bandrabhan Sports were attended by some 700 boys, whilst successful gatherings were held in all the other districts. On this subject Mr. Pantin (Deputy Commissioner, Hoshangabad,) remarks "any visitor to the Exhibition" (at Bandrabhan) "who witnessed the spirit in which the contests are entered into would find it hard to deny the benefits received, not only by the boys of large Middle and High Schools in this and surrounding districts but also by village boys from remote parts, whose limited horizon must be appreciably widened by this yearly outing. The Inspector of Schools very wisely has given prominence to these sports and the personal interest he takes in them is much appreciated." Mr. Mitchell holds that our primary system fails lamentably in turning out pupils with the reading habit and able to write an intelligent letter. He therefore welcomes the effort made, notably in Chhindwara, to establish Village Libraries, the great obstacle to which is the dearth of suitable literature. In reviewing Mr. Mitchell's Report the Commissioner expresses satisfaction at finding the attendance at schools as good as it was in spite of both famine and plague. He notes that in Nimar the distribution of schools unduly favours wealthy localities, and that in the Betul District a new move has been made in establishing experimental schools at small places, where there is a Pound, in charge of the Pound Muharrir. Mr. Pantin speaks very highly of the interest taken in Education by the Malguzars of the Hoshangabad District, which is all the more creditable since many of the class commended are themselves illiterate. Mr. Leftwich writes that the question of a better distribution of schools in the Nimar District has now been taken up methodically. In the Betul District Mr. Mayne explains the lack of progress as being due to the hard times which have borne with special severity upon the aborigines, large numbers of whom used to attend the schools. In Chhindwara Mr. Danks complains of the scarcity of qualified teachers.

Jubbulpore Circle.

57. In this Circle there has been an increase of 12 Primary Schools and 551 scholars. Mr. Blennerhassett calls attention to the great deficiency of qualified teachers in the Jubbulpore District. In the Saugor District Mr. Moss-King, whilst lamenting the want of funds which limits progress, considers that the District Council has done all that it can, that the village schools are appreciated and that the schoolmasters of this district are "a very good lot of men." Mr. Batchelor notes that in Damoh the Local Board Members and Members of School Committees are taking

more interest in schools. Mr. Chapman (Deputy Commissioner, Seoni) calls attention to the want of proper houses for schoolmasters. He says "it is idle to expect them to inculcate good ideas upon domestic sanitation in their schools while they are themselves living among insanitary surroundings. I think money would be very well spent to provide all our masters with good houses." Whilst agreeing with Mr. Chapman's views, it seems to me that this is one of the instances in which, being forced to cut our coat according to our cloth, we are and shall be for years unable to approach anywhere near the educational ideal. I regret extremely that Mr. Blakesley, Deputy Commissioner of Mandla, should have been compelled by ill-health to go home before he was able to see the District Report. Mandla is, by its very backwardness, an extremely interesting district from the educational point of view, and with his intimate knowledge of the people Mr. Blakesley was able to represent sympathetically the primitive objections to progress which often act prejudicially to Education in more enlightened places for the reason that, though at the back of their minds people cling to these objections, they are ashamed to put them forward publicly. A letter of his on the objections of the people to various parts of our Primary system was circulated to all districts in the Central Provinces and Berar by Mr. Candy, and I understand that many of his recommendations have been adopted.

Chhattisgarh Circle.

58. In this Circle there has been an increase of 46 Primary Schools and 7,350 pupils. Mr. Mayes notices the crowded condition of the schools in Raipur. This bears out the statement of the Secretary of the District Council that the people are acquiring a liking for education and that if new schools were opened children would flock to them. The work of the Deputy Inspectors in the Raipur and Dhamtari Ranges is very heavy and will probably have to be divided between three ranges in the near future. Mr. Mahdi Hasan calls attention to the very heavy charge of the Deputy Inspector in Drug. This is a matter which will, I hope, receive early consideration. In Bilaspur the Secretary of the District Council reports a year of great progress in spite of such retarding circumstances as small-pox and scarcity, and Mr. Turner writes "the district is now beginning to reap the fruits of Mr. Anketell's special interest in Education."

Buildings.

59. In the Nagpur Circle 36 new buildings have been erected during the course of the year, and out of 480 schools 461 have buildings of their own. In Berar apparently no new buildings have been erected during the last 2 years and out of 711 schools only 443 have buildings of their own. In the Nerbudda Circle out of 388 schools 351 have their own buildings. In this Circle 29 new buildings have been erected. In the Jubbulpore Circle 318 schools out of 363 have their own buildings and 24 new buildings have been erected. In the Chhattisgarh Circle 354 schools out of 363 have their own buildings and 47 new buildings have been erected. It will be seen, therefore, that as far as the provision of buildings goes, Chhattisgarh leads with only 9 new buildings to be provided for its present schools, and Berar is a very bad last with 268 schools that need provision. It is of course possible that in Berar the extension of schools has taken precedence of the provision of buildings, but to pay rent for school buildings is not a good policy, however pleasing it may be to people who have houses to let, and when money for building is available, school-houses should certainly be built as soon as possible. Mr. Sly in his all-too-brief covering-letter to the Inspector's Report writes: "Another point that has attracted my attention is the substantial number of District Board Schools unprovided with proper buildings. Hired houses are almost invariably unsatisfactory, owing to bad ventilation, light and the like. Even where buildings have been constructed they are often now overcrowded and require enlargement. The District Boards have large accumulated balances, and there is no reason why they should not spend a portion in equipping their schools with proper buildings."

School Gardens.

60. One of the features in our primary system to which Mr. Blakesley objected was our school gardens. Personally I think they are a most excellent institution and have had a great effect in introducing English flowers and vegetables in the interior, but in a

country where, during a great part in the year, it is very difficult to get water, one is forced to confess that the cry of "*begar*" is not altogether unjustified. It will always therefore remain a question to be locally decided whether the advantages or disadvantages of the system are the greater. In Berar there have never been any school gardens and they are not mentioned by the Inspectors of the Jubbulpore and Chhattisgarh Circles. In the Nagpur Circle they are said to be only nominal, whilst in the Nerbudda Circle they are flourishing and the schoolmasters at any rate seem very proud of them and use them for trying little Agricultural experiments, which are interesting to the neighbouring cultivators.

Expenditure.

61. There has been a considerable increase in expenditure from almost all sources on Primary Education. The following are the figures for boys and girls together:—

	Rs.
Provincial Revenues	+ 2,942
District Funds	+57,136
Municipal Funds	+14,027
Fees	— 2,771
Other sources	+ 945

The increase of expenditure from Board Funds has been chiefly on increased salaries.

Fees.

The diminution in fees, under the new rules, is very slight. In fact it has taken place entirely in Berar where the fee-receipts have fallen from Rs. 7,062 to Rs. 3,279. In every other Circle there has been a slight increase, justifying the presumption that the increase in number of pupils would do much to compensate for the decreased rate of fees. Mr. Candy remarks that the lowering of the rate of fees in Berar was quite unnecessary, but as far as the Primary Schools are concerned the loss is under Rs. 4,000 which, if Mr. Sly's statement quoted in paragraph 59 is correct, I think the District Boards can well afford to make up.

CHAPTER VI.—TRAINING OF TEACHERS.

Preliminary.

62. There is not much to be added on this subject to what was said last year, except that I have had under consideration a scheme for shortening the period spent at the Normal Schools by Primary Teachers, and limiting the work done there to professional subjects, whilst the general instruction necessary will be imparted at selected Middle Vernacular Schools. The cost is now being calculated, and when this is ascertained, the scheme will be submitted to the Chief Commissioner for orders. In order to provide each Circle with its own Normal School it is proposed to establish one at Hoshangabad, but this has not yet been finally settled. I have also recommended the establishment of a Normal School for Urdu teachers. In reference to the training of Secondary Teachers, the regulations of the University demand the establishment of a Training College, and this matter is now under consideration by the Chief Commissioner.

Number of male students.

63. In the Collegiate grade the number of students was 13, the same as last year. In the Male Normal Schools there were 356 students against 351 last year. This number is approximately fixed by the number of Scholarships. It is gratifying to find that a better class of candidates is appearing in Berar, which the Inspector ascribes to the increased rate of stipend.

Examination of male teachers.

64. In the Collegiate grade this year 10 passed out of 35, in the Primary grade from the Normal Schools 142 out of 162, and from the Training Classes 161 passed out of 394 against 72 out of 203 last year. The above figures do not, however, by any means

represent the whole amount of work done by the Director's office in reference to the examination of candidates for Teachers' Certificates. The actual number who sent in their names this year was :—

	Candidates.
1st grade, British Territory	59
Do. Feudatories	2
2nd grade, British Territory	821
Do. Feudatories	53
Total ...	935

to which must be added the figures for female teachers.

Female Teachers, Normal Schools.

65. In the Female Normal School, Amraoti, the number of students has risen from 9 to 14 and it is hoped that the removal of the school to the excellent building which is now nearly completed will, with an adequate staff, tend to make it more popular. The transfer of the Male Normal School to Amracti will enable teachers to send their wives for instruction. In the Female Normal School, Jubbulpore, the number of students has risen from 27 to 33, the highest number it has yet had. Miss Greene, who has been in charge of the Amraoti Female Normal School for the greater part of the year, and Miss Levi, Lady Superintendent of the Jubbulpore Female Normal School, are deserving of great credit for their management of these Institutions. Their work has been to a certain extent lightened by the addition of a clerk to the establishment.

Training Classes for female teachers.

66. There are 3 Training Classes for girls under public management. None of these are very flourishing, but the 10 attached to Mission Schools have proved very fairly efficient.

Examination of female teachers.

67. The Inspectress has not yet submitted the final results of the Examinations held last April, but the results of last year were as follows :—

	Candidates.	Passes
Jubbulpore Female Normal School ..	9	9
Amraoti Female Normal School ...	3	3
Training Classes, Public ...	2	1
Do. do. Private ...	96	44

The Private Training Classes also passed 26 candidates in the Teachers' Examination Primary Grade, Classes I and II. This year 67 candidates appeared in the Female Teachers' Examination and 53 in the Teachers' Examination Primary Grade I and II class. The Mission Schools seem to prefer to prepare for the more difficult of the two Examinations, which is much to their credit.

CHAPTER VII.—TECHNICAL AND SPECIAL EDUCATION.

Technical Scholarships.

68. Three State Technical Scholarships to Europe were awarded to the following students, *viz.*, Mr. Joshi for the study of Textile Industries, Mr. Dandekar and Mr. Kurup for the study of Mining. Mr. Narke was given a scholarship to study under the Director-General of the Geological Survey. Nine Apprentice Scholarships were awarded for boys working in various workshops. Besides the above, three scholarships for Graduates and Under-Graduates to take the Textile Course at the Victoria Jubilee Technical Institute have been recently established, and the Chief Commissioner proposes to grant three others for students who wish to take a Mining Course at Rurki or Sibpur, after passing through a preliminary Engineering Course in these Provinces.

Practical Engineering Class, Jubbulpore.

69. The staff has been increased by the addition of a second Assistant. The curriculum has been revised. The Examinations have been very successful. All the 11 students in the first year class were promoted to the second year class. In the Semi-final Examination 11 out of 14 students passed, and all of the 16 students, who appeared at the Final Examination, were successful and received their Sub-Overseer Certificates. It is gratifying to hear that they have all secured employment. Mr. Unwalla complains, however, that admissions were this year less than usual, and ascribes this to the fact that the new Agricultural College presents much greater attractions. At any rate the number of students has fallen from 41 to 28. It is in contemplation to make the Engineering Class part of the proposed Technical College or School at Nagpur.

Amraoti Industrial School.

70. The number of pupils has risen from 14 to 15. The boys were examined by Mr. Brown, Assistant Engineer, Ellichpur, and the results were satisfactory. The Superintendent, Mr. Deobhankar, reports that the chance of getting remunerative employment in the Mills makes it very difficult to keep the boys at the school. The latter has not yet moved into the new building.

Reformatory School, Jubbulpore.

71. A separate report on this Institution has been submitted, and it is only necessary to remark that the school has now lost the services of Mr. Greany who has so ably supervised it from the date of its connection with the Education Department. Revised rules for the management of this Institution have been submitted for orders.

Mission Industrial Classes.

72. The work done in these continues to be extremely useful, but there have been no special developments during the year under report.

Other Industrial Classes.

73. The School at Basim is not doing very well. Mr. Kanhayalal Guru, Headmaster, High School, Saugor, has started a class for teaching Drawing to artisans. This is an example which, I hope, will be followed in other places.

Mining.

74. Under the presidency of Mr. Sly a meeting was held in March at the Maharajbagh to discuss the possibility of starting a Technical College or School at Nagpur for training men in Engineering and Mining, but the scheme is not yet complete.

Agricultural College.

75. The Principal of the Agricultural College, which is not under the Education Department, has submitted to me returns from which I take the following details :—There are 24 students on the rolls, of whom 18 are in the first year, 3 in the second year and 3 in the third year. Of these only 4 are sons of parents belonging to the Agricultural classes. At the last examination 15 out of 17 passed in the first year class, 3 out of 3 in the second year and one out of 3 in the third. The last mentioned took his diploma in the second division. In the Normal Agricultural Class 34 passed out of 35 belonging to the first batch and 48 out of 50 belonging to the second. In the Malguzari Class all the 14 students passed. The total expenses for the year amounted to Rs. 9,413-9-0.

Forest and Police Schools.

76. The Forest School at Balaghat and the Police School at Saugor, send no returns to the Educational Department.

Law Classes.

77. The number of students in the Law Class attached to the Jubbulpore College has fallen from 15 to 13. It seems hardly worth while to continue the class for such a small number when one considers that the increased demands of the University necessitate a further expenditure on Staff if the teaching is to be efficient. In the Morris College Law Class the number of students rose from 30 to 39, which leads one to suppose that the improved staff of teachers is beginning to be appreciated, but the Principal still asks for another Law Lecturer. From the Jubbulpore Law Class 2 out of 19 passed the L. L. B. Examination and 3 out of 11 the Previous Examination whilst from the Morris College Law Class, last year out of 10 candidates for the Allahabad LL. B. only 1 was successful, out of 11 for the Calcutta B. L.

5 were successful, and out of 11 for the Allahabad Previous Examination 6 were successful. The LL. B. results for 1908 have just been received. From the Morris College out of 4 candidates 1 passed in the first division and 1 in the second. From the Jubbulpore College out of 12 candidates 3 passed all in the second division. The Previous Examination for 1908 has not yet been held.

Medical Scholarships.

78. The results of the University Matriculation were issued so late last year that it was impossible to award the scholarships offered by Government in time to enable students to join the Patna Medical School, and the prospects offered by the Medical Department appear to be too poor to induce boys to undertake even the trifling expense of a journey to Patna on the chance of a scholarship being awarded them later on. Three students, however, were sent to Indore but it has now been decided that no more students shall be sent there.

School of Art.

79. Our Schools prepare boys for the Bombay School of Art, which has recently revised its curriculum and modified its rules for the Third Grade Certificate Examination in Drawing. It will be necessary to change our rules accordingly and my proposals are now under consideration. In the last Certificate Examinations 427 candidates passed out of 654, a very satisfactory result.

CHAPTER VIII.—FEMALE EDUCATION.

80. The Report on Female Education for last year has been prepared by Miss Bailey, the Officiating Inspectress.

81. The following Table summarizes the statistics for Native Girls' Schools only :—

	1906-07.		1907-08.	
	Number of Schools.	Number of Scholars.	Number of Schools.	Number of Scholars.
BRITISH TERRITORY.				
Secondary Schools.				
GIRLS' SCHOOLS FOR NATIVES. High Schools	...	...	..	..
GIRLS' SCHOOLS FOR NATIVES. Middle Schools. English	3	148	3	155
GIRLS' SCHOOLS FOR NATIVES. Middle Schools. Vernacular ...	21	1,721	22	1,814
Total ...	24	1,869	25	1,969
Primary Schools.				
Do. ... Primary Schools	235	11,255	238	12,115
GRAND TOTAL ...	259	13,124	263	14,084
NATIVE STATES.				
Secondary Schools.				
Do. High Schools	..	...	..	..
Do. Middle Schools. English	.	...	...	...
Do. Middle Schools. Vernacular ...	...	...	...	...
Total ...	...	...	...	...
Primary Schools.				
Do. ... Primary Schools	10	658	12	734
GRAND TOTAL FOR THE BRITISH TERRITORY AND NATIVE STATES.	269	13,782	275	14,818

	1906-07.	1907-08.
N. B.—Girls reading in Boys' Schools ...	5,149	7,739

82. The increase of girls reading in Girls' Schools is merely normal, but the increase of girls reading in Boys' School is about 50 per cent.

Controlling Agency.

83. The Assistant Inspectresses appear to have done very good work, but their inspection has been almost entirely limited to the 134 reserved schools. The number of schools in their charge is not so great as the number usually in charge of a Deputy Inspector, but as the schools are spread over a very much larger area their inspection work is more difficult. The work of the Inspectress, like that of the Director of Public Instruction, extends over the whole of the Provinces. Miss Bailey recommends the division of the Provinces into two Inspectresses' charges, one taking the Marathi and the other the Hindi Districts. This hardly appears necessary as the charges of the Assistant Inspectresses are already so arranged and there are distinct advantages in having all the schools in the Provinces under a single Controlling Authority. On the other hand the proposal to place an Assistant Inspectress in charge of each Division is already under consideration.

84. Miss Bailey reports that School Committees are giving valuable assistance, the members in many cases setting the example of sending their daughters to school. Indian ladies are also showing increased interest and Ladies' Committees have been formed in Hoshangabad, Malkapur and Bhandara. Generally speaking Tahsildars and their Naibs have given much assistance.

Secondary Schools.

85. There are no Girls' High Schools at work in the Central Provinces and the number of Anglo-Vernacular Schools is three as during the previous year. They are all doing useful work. Nine girls of whom 8 passed, were sent up from these Schools for the Primary Grade I Class Teachers' Examination. Miss Bailey does not think there is much advantage in teaching English to the mass of native girls and would prefer greater provision of good vernacular literature for their reading.

86. The number of Girls' Vernacular Middle Schools also shows no increase. Seven of these schools have attached Training Classes, and Miss Bailey notes especially the flourishing condition of the Kareli School, which she ascribes largely to the interest taken in it by Mr. Jey Lal, the Deputy Inspector, Narsinghpur. Miss Bailey considers the Narsinghpur District to be much the most advanced in reference to female education, but every where the aversion to sending girls of marriageable age to school remains very strong.

Primary Education.

87. In Primary Education there has been a certain advance. Three schools have been provincialized and 16 Government schools have been sanctioned from the beginning of the present year, whilst demands are being made by the residents of several important villages for the establishment of girls' schools, "the people in some cases being willing to contribute half the expenses of the school in order to get one." The slight decrease of seven in the number of aided and unaided schools is due chiefly to the provincialization of three aided schools. At the same time the extension of female schools—and even the maintenance of existing schools—is much hampered by the deficiency of trained female teachers. Miss Bailey thinks that one of the reasons of the unpopularity of girls' schools under male teachers is due to the fact that the latter cannot always teach needle-work, a subject which their parents greatly appreciate, but when we find, as in Raipur, that parents prefer to send their girls to mixed schools, where no female accomplishments are taught, the difficulty of coming to any general conclusion is obvious.

Extension.

88. In reference to the question of extension I have already noticed the great increase of girls attending boys' schools. This is divided as follows :—

	1906-07.	1907-08.
Nagpur	177	226
Jubbulpore	172	195
Nerbudda	82	187
Chhattisgarh	2,892	5,051
Berar	526	493
Feudatory States	1,300	1,587
Total ...	5 149	7·739

This shows that whilst there has been a decrease in Berar, there has been a very creditable increase of over 100 per cent in the Nerbudda Circle and of more than 2,000 girls in the Chhattisgarh Circle. The Deputy Commissioner of Raipur writes, "It is a curious fact that mixed schools seem more popular than schools for girls only. In the former numbers rose from 1,685 to 2,436, while in the latter there was a rise from 831 to 873 only." The Inspector of Schools, Chhattisgarh Circle remarks that from 80 to 90 per cent of the girls in boys' schools are probably in the infant classes and very few get beyond the second class. The Deputy Inspectors "are sometimes too willing to permit the temporary enlistment of small girls, who swell statistics without acquiring any real education." It is, however, something to establish even a rudimentary habit of school-going and Mr. Napier, who was for a long time Deputy Commissioner of Raipur, writes in reference to the Nagpur Division "I have a strong feeling that if the parents could only be prevailed upon to send their girls to boys' schools, the result would be better. There is more rivalry as an incentive to harder work." Mr. Napier also supports Mr. Rustomji's suggestion that afternoon classes for girls may overcome the objection of the mothers to send girls to school because it is held in the morning when their help is needed at home, and points out that this course has already proved successful in the Nagpur District. My own experience is that girls do better in boys' schools than in girls' schools owing to the rivalry of which Mr. Napier speaks, but as the girls grow older the objection (mentioned by Miss Bailey in her Report) to sending them to schools where there are male teachers grows stronger, and there is, I think, an increasing desire that the course in girls' schools should be different from that in boys' schools and better adapted to fitting the girls for home duties. The choice between mixed and special schools should therefore, I think, be left to local option.

89. Speaking generally, the Inspector of Schools, Nagpur Circle, says that female education is progressing slowly in all districts except Bhandara and Balaghat "which are making no progress, nothing seems to popularize girls' schools in the latter." In the Berar Report the only suggestion made is that female schools would be more popular if female teachers could be provided, but as Berar shows so very little eagerness to send candidates to the Female Normal School this is a matter of some difficulty. I may mention that I have received suggestions to the effect that girls of more mature age would attend classes for general education only, if these were attached to the Female Normal School, and that ultimately many of these would become teachers. I think the experiment worth trying. The most noticeable feature in reference to female education in the Nerbudda Division, according to Mr. Mitchell, is the success of the Training Classes attached to the Missions at Hoshangabad and Khandwa. Mr. Pantin says the demand for girls' schools in the Hoshangabad District is genuine and is by no means confined to schools for Brahmin girls, the only difficulty is to find qualified teachers. In the Jubbulpore Division Mr. Evans notes a general falling off in average attendance and examination results, which, however, does not apply to Damoh.

Muhammadan Girls.

90. Miss Bailey notes a slow awakening of the Muhammadans generally in reference to female education. Apparently the lower classes of Muhammadans prefer the old Koran Schools for girls to anything of a more modern type.

School Buildings.

91. The Inspectress lays great stress upon the importance of attaching mistresses' quarters to school buildings. *Primâ facie*, this would appear to have certain advantages, but practically I find there is a great divergence of opinion as to its advisability. As in the case of quarters for male teachers, this is a matter which cannot be settled at present.

CHAPTER IX.—EUROPEAN EDUCATION.

92. Mr. Covernton, Inspector of European Schools, went on leave on the 10th April when Mr. Hesketh took over charge of his duties.

93. The only developments of importance are :—

(*a*) The establishment by the Government of India of a State Scholarship of £ 200 per annum to enable students to pass on to the Home Universities

(*b*) The opening of the Sanawar Training College for Teachers. Mr. Walker was sent from this Province.

(*c*) The despatch of certain Teachers to the Bombay School of Art for a short course of training in Drawing.

(*d*) The improvement of school equipment by liberal special grants.

94. I regret to say the curriculum for European Schools has not yet been finally settled.

Number of Schools and Scholars.

95. The number of schools has increased by 1 and the number of scholars by 28. The increase in the former is only nominal, as the High School Section of the Christ Church Boys' School, Jubbulpore, was not included in the Return of European Schools for 1906-07 as there were no pupils in this Section on the 31st March 1907, although there had been pupils during the year. Five pupils are in receipt of special scholarships to enable them to attend schools away from their homes.

Expenditure.

96. This has increased by an insignificant amount only, the greater part of which is covered by increased fee receipts.

Examinations.

97. No European candidates appeared for the B. A. in the year 1907, but three passed in the Intermediate. In 1908 no candidates appeared for any of the Collegiate Examinations, but 11 boys passed the Matriculation Examination as against 10 in 1907. In the High Standard the number of successful candidates was the same, 3 boys and 2 girls against 4 boys and 1 girl in the previous year. In the Middle Standard 5 more boys were successful, but the number of girls was 2 less. The Primary Certificate Examination has been abolished, but the number of candidates for Primary Scholarships was 32. Eight of these were awarded scholarships.

Bishop's School, Nagpur.

98. An effort is being made to raise an Endowment Fund for the Bishop's School, Nagpur, but the response to the appeal issued by the Committee has not so far been very promising.

99. In general, Mr. Hesketh remarks "there has been a steady improvement which is likely to be more rapid in future, as the Department is now able to treat the schools more liberally in the matter of grants. The increase in maintenance grants, orphan and cadet grants, and in the number and value of scholarships has proved encouraging to managers and teachers, while the Government of India special grant of Rs. 12,000 *per annum* enables grants to be given for the improvement of the teaching staffs and special purposes." The two points in which European Education in the Provinces is most deficient are the supply of qualified teachers and punctual and regular attendance on the part of the pupils.

CHAPTER X.—MUHAMMADAN EDUCATION.

100. The general questions connected with Muhammadan Education were discussed in last year's Report, it is therefore unnecessary to repeat what has already been said.

Number.

101. The following figures give the statistics of pupils in the various stages of education :—

	1907.						1908.					
	Central Provinces			Berar.			Central Provinces			Berar.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
1	2	3	4	5	6	7	8	9		11	12	13
Colleges ...	11	...	11	...	...	...	21	...	21	...	..	...
High Schools ...	155	...	155	34	...	34	209	...	209	32	...	32
English Middle Schools	887	...	887	420	...	420	956	...	956	461	...	461
Vernacular Middle Schools	1,822	27	1,849	1,511	12	1,523	1,802	30	1,832	1,515	37	1,552
Primary Schools	8,983	605	9,588	5,777	1,289	7,065	9,066	595	9,661	6,742	1,323	8,065
Training Schools	17	1	18	12	..	12	18	1	19	13	7	20
Industrial Schools	...	...	...	2	...	2	1	...	1	..	...	...
Other Special Schools	21	...	21	...	...	..	12	...	12	...	...	...
Elementary Schools	8	...	8	41	...	41	..	...	...	65	9	74
Total ...	11,904	633	12,537	7,707	1,300	9,097	12,085	626	12,711	8,828	1,376	10,204

In the Central Provinces there is a satisfactory rise in the numbers reading in Collegiate, High and Anglo-Vernacular Middle Standards, but the total increase in the Central Provinces is very small as compared with that in Berar. Berar may be expected to make still more rapid progress when the Anglo-Urdu Classes are more firmly established. At present these are doing well. The Hindustani Deputy Inspector reports that several of the wealthier Muhammadan gentlemen have placed houses at the disposal of the school authorities, and others have raised funds to support poor Muhammadan boys whilst at school.

102. The Anjuman Anglo-Vernacular School at Nagpur has now become a High School, and a separate Muhammadan High School for Berar is in contemplation. Thirteen Muhammadan boys passed the Matriculation Examination from the Central Provinces and Berar. Four passed the Intermediate, but none passed the B. A. or B. Sc. It must be remembered that for the higher examinations Muhammadan boys often prefer to go to Aligarh, partly for the sake of the greater facilities offered for the study of Arabic, and partly because of the social advantages which they enjoy there.

103. Mr. Bathurst, Deputy Commissioner, Akola, notices a difference of opinion between the Hindustani Deputy Inspector and the District Boards as to the amount of money which should be allotted to Muhammadan education. I have heard complaints on this head before, but have not been able to obtain exact information. The Marathi Deputy Inspectors naturally look after their own schools and have more influence with the Boards than the Hindustani Deputy Inspector, who is a Divisional Officer. During the year 4 special scholarships were sanctioned for Muhammadan pupils in Berar and the rates of others were raised.

CHAPTER XI.—ABORIGINES.

104. From General Table III it will be seen that for Secondary Education under the headings "Gonds" and "Others" there has been a total increase of 637, all of which is in the English Middle and Vernacular Middle Standards, as last year there were no boys in the High classes. The increase, however, offers good hopes of future progress, especially as the number in the Primary Grades has also increased by over 20 per cent.

105. In Berar Mr. Candy notes that the increase of 575 has been greatest in the Amraoti District, and probably this must be ascribed to Missionary effort. Last year was the first in which a boy, professedly belonging to the Dher caste, passed the Matriculation. He was granted a special scholarship but has discontinued his studies. Colonel Colomb writes "Almost admittedly the presence of low-castes in the schools is due to Revenue Officers rather than the Educational Staff. I was badly struck in one large village with a large school to find that for years the school has been held in the Maruti's temple. Could there be any greater discouragement to the education of the lower castes? And I am told there are other such schools." In my tours in Berar I have not noticed that any objection is made to low-caste boys attending schools, but on the other hand the number of low-castes who do attend is not great.

106. In the Nagpur Division Mr. Napier remarks "the facilities now given seem from the situation of the schools to favour unduly the higher castes," and again "the existence of private schools "(in Bhandara)" is satisfactory, but these do not unfortunately provide education for the lower castes in villages." In previous Reports I have called attention to the necessity of providing schools in those parts of towns where low-caste people live. The only instances of practical effect having been given to this suggestion during the year are to be found in the Feudatory States where one such school has been opened in Bastar and 3 in Khairagarh. Recently I have had prepared a map of Chanda Town showing the position of schools relatively to the distribution of castes. Such maps will show District Officers how far requests for special provision for different castes may be necessary. Accordingly copies of the Chanda map have been circulated for information. Mr. Rustomji writes that in Bhandara the prejudice against Mahar boys is much greater than in Berar, and Mr. Marten writing of Chanda says "a certain number of Dher boys are generally produceable when asked for, but these boys are always kept by themselves outside the building." Mr. Hemingway finds that in Wardha the better castes appreciate education well enough, and so the attention of officials is largely directed to the low-castes, and the increase of boys belonging to the latter in schools is most marked In Balaghat the increase of Gonds (661 to 790) and Dhers (497 to 697) is very noticeable.

107. In the Jubbulpore Division, Mr. Evans notes the large increase of boys and girls at school and more especially the success of schools for Gonds in out-of-the-way tracts in Mandla. In the Saugor District there are no boys of the aboriginal castes at school, the Deputy Inspector ascribes this partly to their parents' dislike to education and partly to the fact that no schools are situated in the tracts they inhabit. In the Jubbulpore District the number of aborigines increased by over 50 per cent, but only 12 Gonds passed the Primary Examination against 46 in the preceding year.

108. In the Nerbudda Division the hard times have seriously affected the attendance at school of the aborigines. No special remarks have been made by any officer in the Chhattisgarh Circle on this subject.

CHAPTER XII.—FEUDATORY STATES.

109. The Report submitted by Mr. Ganpat Lal Chaube deals with 14 States, whilst his Report of last year dealt with 10 only, so that once again any statistical comparison is difficult. There has, however, been a satisfactory increase in the number of schools and scholars. The scale of teachers' salaries has been revised and new schools opened, thus accounting for the increased expenditure. The good work of Mr. Chaube has already received recognition in the Resolution passed on the reports on the Feudatory States.

110. This Institution is dealt with in a separate Annual Report, which has already been submitted. The most noticeable points in the history of the year are:—

Rajkumar College, Raipur.

(*a*) The departure of Mr. Oswell, the Principal, on leave. His place has been taken by Mr. French.

(*b*) The success of the Religious Manual which has been introduced for the use of the pupils.

111. In the Resolution above mentioned the Chief Commissioner has noted with approval the keen and active interest taken by the Chief of Sarangarh in the College since his departure from it.

112. The College was closed from the 10th February until the end of the session owing to an outbreak of plague.

CHAPTER XIII.—DISCIPLINE AND MORAL TRAINING.

113. It is with regret that I have to report the fact that various breaches of discipline took place during the course of the year. In the Morris College the disturbance was directly connected with politics, and in the Jubbulpore College what was apparently a trifling matter appears to have been aggravated by political agitators eager to turn every difference between the authorities and the students to their own purposes. Such disturbances always leave traces behind them, but the Principals of these Colleges both report that a much better feeling now prevails amongst the students.

114. The Commissioner, Nagpur Division, mentions disorders in Nagpur, Chanda, Ramtek and Katol, and says "these were due almost entirely to the excitement caused by the speeches and ill-advice of a limited number of disaffected and disreputable individuals who egged on the boys to breaches of discipline and other acts which the agitators were afraid to do themselves. The boys themselves were probably the least to blame and settled down again to orderly behaviour when they found that the agitators left them in the lurch to bear the punishment. In Ramtek the cause was not so much political as based upon the petty resentment of some individuals to the straightforward manner in which the Headmaster carried on his duties as Secretary of the Municipality without fear or favour. The whole matter was even more sordid than elsewhere."

115. In Berar, Colonel Colomb, Deputy Commissioner, Buldana, describes the bearing of the school boys as one of "studied insolence" and says that he is enquiring into the conduct of certain masters who were lately present at a semi—if not altogether seditious meeting. The Deputy Commissioner, Yeotmal, comments on the share taken by the schoolmasters in public movements :—" Needless to say the school boys, seeing their teachers take part in such affairs, get out of control, forget discipline and otherwise lose all self-respect."

I had occasion to call the attention of the Inspector to one place in which the school boys had been very rude to European gentlemen passing through the town. The above are the only instances brought to my notice of indiscipline connected with political matters, and from such enquiries as I have been able to make, it seems to me that the boys are now coming to a better frame of mind and that parents are beginning to recognize more fully their responsibility in keeping their sons out of mischief. This must largely be ascribed to the issue of Mr. Risley's Circular regarding the attitude of teachers and pupils towards political movements and the instructions of the Local Administration on the subject. Steps have also been taken to place a greater value on the Conduct Books of pupils, and so to encourage continuous good behaviour.

116. The Inspector of Schools, Chhattisgarh Circle, reports certain cases of immorality in connection with the Bilaspur school. These cases were enquired into by the Deputy Commissioner and the delinquents punished.

Hostels.

117. As regards the life of the boys in the Hostels, efforts are being made to ensure both greater comfort and better control. Remuneration has been granted to the Superintendents and allowances made for medical attendance. The menial staff of several school hostels has been placed under the control of the headmasters and this system

will ultimately become universal. The above measures have done much to popularize our Hostel system, and the hostels themselves are almost everywhere overcrowded.

Prefect system.

118. The present Prefect system has been criticized. It is true that this system provides for the supervision of the boys out of class, but the Prefect being a paid officer lacks that high sense of responsibility which is only possible when his authority rests upon public opinion and the approval of those whom he nominally controls. Our system therefore has no morally educative effect. Mr. Dewar suggests that the post of Prefect should be made honorary and that he should be entrusted with powers resembling those of a village *Sirpanch*. It is impossible, without further consideration, to say whether this proposal is practicable, but it is certainly attractive.

119. Since the close of the year the supply of a certain number of well written periodicals to the High and Middle Schools has been sanctioned in order to provide both teachers and pupils with useful and interesting literature. I am told that the teachers and a few of the bigger boys appreciate these papers, but I think something lighter is wanted for the boys themselves.

120. The Tutorial System is reported to be working smoothly, but Mr. Williamson doubts whether the teachers take much real interest in the boys out of school. Mr. Candy reports that he has been trying to impress upon the younger English teachers the necessity of interesting themselves in their pupils out of school hours. I hope that when the services have been re-organized and salaries raised to a suitable figure, the junior masters will not be so often compelled to supplement their salaries by private tuition. At present many of them have to undertake such work and have no time to look after the boys placed under their charge. This part of their duty therefore becomes a heavy burden, and naturally is not discharged with the spontaneity and pleasure which are necessary to make it successful.

121. Miss Bailey calls attention to the evil effects of the absence of all religious instruction in schools, but I need not add anything to the remarks I made last year on this subject.

CHAPTER XIV.—PHYSICAL TRAINING.

Physical Training.

122. This subject was dealt with in detail last year and I have little to add except that proposals for encouraging Tournaments and Inter-School Sports are now under consideration. It may be of interest to mention that photographs, illustrative of our system of *Deshi Kasrat*, were sent to the Franco—British Exhibition and have been placed in the Bombay Section of the Pavilion. There is no correct English edition of *Deshi Kasrat* and I am having one prepared. If possible it will be illustrated, in compliance with the wishes of the "League of the Empire" as conveyed to me by my predecessor, Mr. Monro.

CHAPTER XV.—CONFERENCES.

123. In the Jubbulpore, Nerbudda and Chhattisgarh Circles the usual Conferences were held by the Inspectors and Deputy Inspectors respectively. In Berar the Inspector's Conference and the Sub-Conferences of Masters were also held. In Nagpur the Deputy Inspectors' Conferences were held, but, owing to Mr. Beadon's long absences on special duty and deputation, the Inspectors' Conference was not held.

124. At the Commissioners' Conference at Pachmarhi in June 1907 the Government of India's proposals regarding the abolition of fees in Primary Schools and also the question of Village Libraries were discussed.

CHAPTER XVI.—TEXT BOOK COMMITTEE.

125. At the beginning of the year there were 336 books in the hands of the Central Provinces Central and Sub-Committees, and during the course of the

year 81 more were sent to them. Of these only 78 were disposed of. The following figures show the work done by each Committee :—

	Arrears on 1st April 1907.	Books sent during 1907-08.	Books disposed of during 1907-08.
Nagpur Central Text-Book Committee ...	118	40	44
Nagpur Sub-Text Book Committee ...	215	27	19
Jubbulpore Sub-Text Book Committee ...	3	14	15
Total ...	336	81	78

This is a much better record than last year, but though not even by any means satisfactory it would have been much worse if it had not been for the work of the Preliminary Examiners who disposed of 142 out of 171 books which they had at the beginning, or received during the course, of the year. The Preliminary Examiners rejected 74 books in all and the balance was sent on to the Committee. A few books were summarily rejected by me without further examination as being evidently unsuitable. The Report of the Berar Text Book Committee is somewhat confusing; but it appears that 3 out of 11 books sent them were dealt with by the Committee; the rest have been dealt with by the Secretary, but are still in circulation amongst the members.

126. In the Resolution on the last Annual Report the Chief Commissioner called for proposals for re-organizing the Text Book Committee. I had, previous to my departure on leave, called for opinions from the officers connected with the Committee and I am now consulting the Commissioners on the subject.

Book Depôts.

127. The Government Book Depôt at Badnera reports the purchase of books to the value of Rs. 22,905 and sale of books to the value of Rs. 20,458. The profit by discount and from printing books amounted to Rs. 4,080. It was found necessary to increase the staff and to supply a considerable amount of furniture. The increase of Schools also necessitated a larger supply of copies of the Berar School Paper. The Berar First Text-Book and the Vyakaran Pathmala had to be reprinted during the course of the year. The accounts of this Depôt are audited by the Local Audit Department, and I have recently requested the Inspector to inspect the Depôt regularly and to see that proper registers are maintained.

128. No Inspector in the Central Provinces makes any mention of the District Council and Private Book Depôts. All these obtain their books from Messrs. Newalkishore. As usual, complaints have been received of delay in supply, but in my opinion the explanations given have been satisfactory. Much inconvenience was experienced owing to the delay of the Map Record and Issue Office in publishing an up-to-date map of the Central Provinces and Berar.

I have the honour to be,

Sir,

Your most obedient Servant,

S. C. HILL,

Director of Public Instruction,

Central Provinces.

Govt. Press, Nagpur:—No. 1114, Civil Sectt.—2-9-08—350

STATEMENTS.

11

EDUCATION—GENERAL TABLE I.

Abstract Return of Colleges, Schools and Scholars in the Central Provinces and Berar at the end of the official year 1907-08.

(FOR DETAILS SEE GENERAL TABLE III)

Area and Population.						Institutions and scholars.	Public Institutions.							Private Institutions.		Grand Total.	Percentage of.
							Collegiate Education.		School Education, General.		School Education, Special.						
Total area in square miles.		Number of towns * and villages		Population.			Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other Special Schools.	Total of Public Institutions.	Advanced.	Elementary.		
1		2		3		4	5	6	7	8	9	10	11	12	13	14	15
99,220·82	Towns.	British Territory ..	102	British Territory	..5,991,38[illegible]	Institutions. For Males ..	3	3	386	2,777	6	8	3,183	5	3	3,191	7·0
30,953·00		Native States ...	11	Native States	... 802,45[illegible]												Institutions to No. of towns and villages.
	Towns.					For Females ..	...	...	35	261	2	...	298	...	1	299	6
Total ... 130,173·82		Total ...	113	Total	...6,793,832	Total ...	3	3	421	3,038	8	8	3,481	5	4	3,490	7·6
British Territory	Villages.	British Territory	37,198	British Territory	... 6,149,31[illegible]	Scholars. Males ...	381	63	46,327	187,387	390	311	234,85[illegible]	85	64	235,[illegible]08	23·0 Male scholars to male population of school-going age.†
Native States		Native States	8,210	Native States	... 815,87[illegible]												
	Villages.					Females ...	...	...	2,308	20,801	47	...	23,156	...	144	23,300	2·2 Female scholars to female population of school-going age.‡
		Total ...	45,408	Total	... 6,965,191												
		GRAND TOTAL ...	45,521	GRAND TOTAL	...13,759,0[illegible]	Total ...	381	63	48,635	2[illegible]8,188	437	311	258,015	85	208	258,308	12·5

NOTE.—For the purposes of columns 1, 2 and 3 the statistics of the Census of 1901 sh[illegible] be utilized, subject to th[illegible] modifications enumerated bel[illegible]

* A town contains 5,000 inhabitants or upwards. A village contains less th[illegible] inhabitants. A Municipality or a Cantonment, whatever its population, should be entered as a town

† The population of school-going age is taken at 15 per cent of the whole popul[illegible]n.

‡ The population of Native or Feudatory States and Political Agencies should n[illegible] be shown except in the case of those provinces where the Schools of the States in question come under the supervision and control of the Education Department and the footnote should specify what addition or deduction is made in th[illegible] respect.

Abstract Return of Expenditure on Public Instruction in the

	Total Direct Expenditure on Public Instruction. §						
	Collegiate Education.		School Education, General.		School Education, Special.		Total.
	Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other Special Schools.	
1	2	3	4	5	6	7	8
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1. Institutions ... For Males ..	89,078	17,546	5,31,922	8,10,786	61,855	52,488	15,64,575
For Females ...	...	...	44,938	1,27,612	15,414	...	1,87,964
Total ...	89,078	17,546	5,76,860	9,38,398	77,269	52,488	17,52,539
2. (*a*) Percentages* of Provincial Expenditure included in columns 2—17 to Total Provincial Expenditure on Public Instruction.	5·79	1·71	26·39	14·77	8·51	2·93	60·13
(*b*) Percentages* of District Fund Expenditure included in columns 2—17 to Total District Fund Expenditure on Public Instruction.	...	...	10·17	65·66	...	...	75·85
(*c*) Percentages* of Municipal Expenditure included in columns 2—17 to Total Municipal Expenditure on Public Instruction.	·91	..	30·36	38·13	...	...	69·41
(*d*) Percentages of Total Expenditure in columns 2—17 to Total Expenditure on Public Instruction.	3·63	·70	23·25	37·90	31·29	2·12	70·79
	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
AVERAGE ANNUAL COST† OF EDUCATING EACH PUPIL IN—							
Government Institution. Cost to Provincial Revenues ...	283 1 1	324 5 1	16 7 2	6 3 7	182 6 0	254 4 0	18 9 10
Cost to District and Municipal Funds..	...	...	1 0 2	0 0 1	...	...	0 6 0
Total Cost ..	390 2 0	373 5 1	23 0 6	6 9 5	182 11 4	254 4 0	22 0 5
District Fund Schools. Cost to Provincial Revenues ...	...	...	...	...	...	...	...
Cost to District Funds ...	...	...	4 2 2	4 7 8	...	..	4 5 9
Total Cost ...	...	...	4 2 2	4 7 8	...	...	4 5 9
Municipal Schools. Cost to Provincial Revenues ...	...	..	4 9 4	1 5 10	...	...	2 4 6
Cost to Municipal Funds ...	...	...	6 2 7	3 9 1	...	...	4 5 6
Total Cost ...	...	...	13 5 5	5 10 0	...	...	7 14 8
Institutions in Feudatory States. Cost to Native State Revenues ...	...	...	5 8 1	2 5 6	...	...	2 14 6
Cost to District and Municipal Funds...	...	...	2 0 0	1 6 9	...	...	1 8 5
Total Cost ...	...	...	7 14 3	4 1 5	...	...	4 12 3
Aided Institutions. Cost to Provincial Revenues ...	100 13 7	...	14 6 4	3 10 8	...	13 2 0	8 8 3
Cost to District and Municipal Funds..	6 8 4	...	0 14 0	0 10 10	...	...	0 12 11
Total Cost ...	221 9 4	...	8 9 5	10 7 5	..	122 1 7	21 12 0
Unaided Institutions .. ... Total Cost ...	...	..	10 14 7	2 6 7	90 0 0	181 13 1	42 11 4
All Institutions. Cost to Provincial Revenues ...	156 3 6	324 5 1	5 0 5	0 11 6	175 9 8	79 15 10	2 5 1
Cost to District and Municipal Funds..	4 8 8	...	3 1 3	3 10 5	...	...	3 8 4
Total Cost ...	272 10 6	373 5 1	12 5 10	5 2 2	179 4 5	161 0 1	7 9 8

ERAL TABLE II.

Central Provinces and Berar for the official year 1907-08.

Total Indirect Expenditure on Public Instruction. §									
University.	Direction.	Inspection.	Scholarships.	Buildings.	Special grants for furniture and apparatus.	Miscellaneous.	Total.	Total expenditure on Public Instruction.	Remarks.
9	10	11	12	13	14	15	16	17	18
P.s.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
...	42,985	1,68,015	52,545	2,57,066	78,803	55,656	6,55,100	22,18,675	
...	...	17,320	3,635	26,098	5,881	15,218	68,152	2,57,116	
...	42,985	1,85,335	58,180	2,83,164	84,714	70,874	7,23,252	24,75,791	
...	4·83	19·16	3·95	4·61	3·96	3·33	39·87	100	
..	...	·13	20·48	17·51	30·37	1·55	24·15	100	
...	...	...	·55	26·52	2·45	·98	30·59	100	
..	1·73	7·48	2·26	11·43	34·21	2·86	29·21	100	

*The percentages required for 2 (*a*), 2 (*b*), 2 (*c*) are to be calculated from the figures given in columns 34, 35, 36, respectively, of General Table IV.

†The annual cost is calculated on the *direct* expenditure only. The average cost of educating each pupil is obtained by dividing the direct expenditure by the average monthly number on the rolls during the year.

‡ The average cost of each pupil in District Fund and Municipal Schools is to be obtained from the figures given in General Table VII.

§ Fractions of a rupee should be omitted except in the columns showing the average annual cost of educating each pupil.

Return of Colleges, Schools and Scholars in the

Class of Institutions.	Public					
	Under Public					
	Managed by Government.				Managed by District	
	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.
1	2	3	4	5	6	7
ARTS COLLEGES.						
COLLEGIATE EDUCATION. — English	1	122	100	88	...	...
COLLEGIATE EDUCATION. — Oriental	...	...	...	...	...	...
COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.						
COLLEGIATE EDUCATION. — Law	2	52	88	27	...	...
COLLEGIATE EDUCATION. — Medicine	...	...	...	...	...	...
COLLEGIATE EDUCATION. — Engineering	...	...	...	...	...	...
COLLEGIATE EDUCATION. — B. Sc. Class	1	11	9	5	...	...
COLLEGIATE EDUCATION. — Agriculture	...	...	...	...	...	...
Total	4	185	147	120	...	...
SECONDARY SCHOOLS.						
SCHOOL EDUCATION, GENERAL. — For Boys — High Schools	8	1,090	895	740	4	208
SCHOOL EDUCATION, GENERAL. — For Boys — Middle Schools — English	33	5,359	5,154	4,086	30	3,161
SCHOOL EDUCATION, GENERAL. — For Boys — Middle Schools — Vernacular	1	96	91	74	225	28,691
SCHOOL EDUCATION, GENERAL. — For Girls — High Schools	...	...	...	...	...	...
SCHOOL EDUCATION, GENERAL. — For Girls — Middle Schools — English	...	...	...	...	...	...
SCHOOL EDUCATION, GENERAL. — For Girls — Middle Schools — Vernacular	7	583	578	366	...	...
Total	49	7,128	6,718	5,266	259	32,060
PRIMARY SCHOOLS.						
SCHOOL EDUCATION, GENERAL. — For Boys	9	737	794	621	2,212	156,491
SCHOOL EDUCATION, GENERAL. — For Girls	177	9,351	8,786	5,973	1	35
Total	186	10,148	9,580	6,594	2,213	156,526
SCHOOLS FOR SPECIAL INSTRUCTION.						
SCHOOL EDUCATION, SPECIAL. — Training Schools for Masters	5	369	370	343	...	...
SCHOOL EDUCATION, SPECIAL. — Training Schools for Mistresses	2	47	45	40	...	...
SCHOOL EDUCATION, SPECIAL. — Schools of Art	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. — Law Schools	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. — Medical Schools	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. — Engineering and Surveying Schools	1	17	21	19	...	...
SCHOOL EDUCATION, SPECIAL. — Industrial Schools	1	15	14	14	...	...
SCHOOL EDUCATION, SPECIAL. — Commercial Schools	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. — Agricultural Schools	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. — Other Schools, Reformatory	1	62	56	51	...	...
Total	10	510	506	467	...	...
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION.	249	17,971	16,951	12,447	2,472	188,586

Central Provinces and Berar for the official year 1907-08.

Institutions.									
Management.						Under Private Management.			
or Municipal Boards.		Maintained by Native States.				Aided by Government or by District Municipal Boards.			
Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
8	9	10	11	12	13	14	15	16	17
...	...	...	...	...	...	2	259	230	157
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	2	259	230	157
178	148	2	19	22	19	15	941	917	726
2,973	2,460	5	321	309	216	30	2,283	2,242	1,870
27,928	20,094	9	1,918	1,825	1,561	19	2,044	2,001	1,549
...	...	...	...	...	...	4	25	24	20
...	...	...	...	...	...	9	296	291	256
...	...	...	...	...	...	14	1,207	1,210	998
31,079	22,702	16	2,258	2,156	1,796	91	6,796	6,685	5,419
149,849	108,335	248	21,210	9,308	13,912	157	10,862	10,154	7,812
14	16	12	734	715	463	64	3,076	2,934	1,990
149,863	108,351	260	21,944	10,023	14,375	221	13,938	13,088	9,802
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	4	210	224	188
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	4	210	224	188
180,942	131,053	276	24,202	12,179	16,171	318	21,203	20,227	15,536

Return of Colleges, Schools and Scholars in Central Provinces

Class of Institutions	Public Institutions.—(*concld.*)				Grand Total of Public Institutions.	Grand Total of Scholars on the 31st March.	Number of Scholars on the 31st of March learning.		
	Under Private Management.—(*concld.*)								
	Under—								
	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.			English.	Classical language.	Vernacular language.
	18	19	20	21	22	23	24	25	26
ARTS COLLEGES.									
COLLEGIATE EDUCATION. English	..	...	...	...	3	381	381	240	88
COLLEGIATE EDUCATION. Oriental	..	...	...	...	...	...	...	...	...
COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.									
COLLEGIATE EDUCATION. Law	...	...	...	...	2	52	52	...	...
COLLEGIATE EDUCATION. Medicine	...	...	...	...	...	...	...	...	...
COLLEGIATE EDUCATION. Engineering	...	...	...	...	...	...	...	...	...
COLLEGIATE EDUCATION. B. Sc. Class	...	...	...	...	1	11	11	...	...
COLLEGIATE EDUCATION. Agriculture	...	...	...	...	...	...	...	...	...
Total	...	...	...	...	6	444	444	240	88
SECONDARY SCHOOLS.									
SCHOOL EDUCATION, GENERAL. For Boys .. High Schools	...	2	48	50	43	31	2,806	2,306	1,617	872
SCHOOL EDUCATION, GENERAL. For Boys .. Middle Schools English	...	3	321	304	267	101	11,445	9,663	667	10,259
SCHOOL EDUCATION, GENERAL. For Boys .. Middle Schools Vernacular	...	...	...	...	...	254	32,740	248	...	32,832
SCHOOL EDUCATION, GENERAL. For Girls .. High Schools	...	...	...	...	...	4	25	25	25	...
SCHOOL EDUCATION, GENERAL. For Girls .. Middle Schools English	...	...	...	...	...	9	296	296	129	178
SCHOOL EDUCATION, GENERAL. For Girls .. Middle Schools Vernacular	...	1	24	23	22	22	1,814	10	...	1,809
Total	...	6	393	377	332	421	18,635	12,553	2,438	45,950
PRIMARY SCHOOLS.									
SCHOOL EDUCATION, GENERAL. For Boys	...	151	5,411	4,152	2,853	2,777	194,771	1,091	220	194,615
SCHOOL EDUCATION, GENERAL. For Girls	...	7	221	184	109	261	13,417	568	53	12,849
Total	...	158	5,632	4,336	2,962	3,038	208,188	1,659	273	207,497
SCHOOLS FOR SPECIAL INSTRUCTION.									
SCHOOL EDUCATION, SPECIAL. Training Schools for Masters	..	1	21	16	15	6	390	75	62	377
SCHOOL EDUCATION, SPECIAL. Training Schools for Mistresses	..	...	...	...	...	2	47	2	...	47
SCHOOL EDUCATION, SPECIAL. Schools of Art	...	..	..	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Law Schools	...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Medical Schools	...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Engineering and Surveying Schools	...	...	...	...	...	1	17	17	...	...
SCHOOL EDUCATION, SPECIAL. Industrial Schools	...	1	7	11	9	6	232	58	...	...
SCHOOL EDUCATION, SPECIAL. Commercial Schools	...	...	...	...	...	..	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Agricultural Schools	...	...	...	...	...	...	...	...	...	..
SCHOOL EDUCATION, SPECIAL. Other Schools, Reformatory	...	..	..	...	..	1	62	...	..	62
Total	...	2	28	27	24	16	748	152	62	486
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION.		166	6,073	4,740	3,318	3,481	258,015	14,808	3,013	254,021
PRIVATE INSTITUTIONS. 1.—Advanced, Teaching— (*a*) Arabic or Persian	...	2	31	30	26	2	31	...	31	..
PRIVATE INSTITUTIONS. 1.—Advanced, Teaching— (*b*) Sanskrit	...	3	54	51	39	3	54	...	54	...
PRIVATE INSTITUTIONS. 1.—Advanced, Teaching— (*c*) Any other Oriental Classic	...	...	..	..	...	...	...	...	...	...
PRIVATE INSTITUTIONS. 2.—Elementary, teaching a Vernacular only or mainly.	For Boys...	...	...	...	...	...	...	..	...	...
	„ Girls ..	...	...	...	...	...	...	...	...	...
PRIVATE INSTITUTIONS. 3.—Elementary, teaching the Koran.	For Boys...	3	73	70	62	3	73	..	43	30
	„ Girls...	1	135	135	68	1	135	...	...	...
PRIVATE INSTITUTIONS. 4.—Other Schools not conforming to Departmental Standards.	For Boys...	...	...	...	...	...	...	...	...	...
	„ Girls...	..	...	...	...	...	...	19	...	115
Total	...	9	293	286	195	9	293	19	128	146
GRAND TOTAL	...	175	6,346	5,026	3,513	3,490	258,308	14,827	3,141	254,167

ERAL TABLE III.

and Berar for the official year 1907-08.—(Concld.)

Classification of Scholars on the 31st March according to Race or Creed.									Number of girls in Boys' School.	Number of boys in Girls' School.	Remarks.
Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Budhists.	Parsis.	Gonds and other aborigines.	Others.			
		Brahmins.	Non-Brahmins.								
27	28	29	30	31	32	33	34	35	36	37	38
7	6	269	77	20	...	2	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
...	...	43	8	1	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
1	...	10	...	...	...	...	...	...	...	...	
...	...	...	..	...	...	...	...	...	...	...	
8	6	322	85	21	...	2	...	...	...	...	
55	55	1,306	622	241	9	14	1	3	1	...	
180	290	4,102	5,256	1,417	60	27	33	80	17	...	
...	914	4,418	22,464	3,356	57	4	275	1,261	182	...	
25	...	...	...	...	...	...	...	...	...	...	
130	150	1	5	...	...	10	...	...	...	...	
...	955	278	526	28	1	...	...	26	...	27	
390	2,364	10,105	28,873	5,042	127	55	309	1,370	200	27	
283	1,358	17,627	135,268	15,963	268	47	9,515	14,442	7,584	...	
539	603	2,177	7,413	1,763	76	28	87	726	...	200	
822	1,961	19,804	142,686	17,726	344	75	9,602	15,168	7,584	200	
...	28	115	202	31	10	..	...	4	...	..	
...	1	9	29	8	...	...	...	...	...	...	
.	...	..	...	...	...	...	...	...	...	...	
...	...	...	...	...	..	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
...	...	10	7	...	...	...	...	..	...	...	
58	150	2	21	1	..	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	..	...	...	...	...	...	...	...	
...	...	5	41	12	...	...	...	4	...	...	
58	179	141	300	52	10	...	...	8	...	...	
1,278	4,510	30,372	171,944	22,841	481	132	9,911	16,546	7,584	227	
..	...	...	...	31	...	...	...	...	...	...	
...	...	54	...	...	...	...	...	...	...	...	
...	...	...	...	...	..	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
..	...	...	...	...	...	...	...	...	...	...	
	30	...	..	43	...	...	..	...	9	...	
...	...	...	...	...	...	...	..	...	...	...	
..	...	...	...	..	...	...	...	...	..	...	
...	135	...	...	...	...	...	..	...	...	...	
...	165	54	...	74	...	...	...	...	9	...	
1,278	4,675	30,426	171,944	22,915	481	132	9,911	16,546	7,793	227	

EDUCATION—GENERAL TABLE III-A.

Number of scholars on the 31st March classified according to Sex, Race, or Creed, for the official year 1907-08.

Class of Institutions.		Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Gonds and other aborigines.	Others.	Total.
				Brahmins.	Non-Brahmins.						
COLLEGIATE EDUCATION.											
ARTS COLLEGES.											
English	Male	7	6	269	77	20	...	2	...	...	381
	Female	...	...	...	...	..	..	...	...	...	...
Oriental	Male	...	...	...	...	...	..	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...	...
COLLEGES FOR PROFESSIONAL TRAINING.											
Law	Male	...	...	43	8	1	...	...	...	...	52
	Female	...	...	...	...	...	...	...	..	...	..
Medicine	Male	...	...	..	..	...	...	...	...	...	..
	Female	..	...	...	...	...	...	...	...	...	...
Engineering	Male	...	...	...	...	...	...	..	...	...	...
	Female	...	...	...	...	...	...	...	...	...	...
B. Sc. Class	Male	1	...	10	...	...	...	...	...	...	11
	Female	...	...	...	...	...	...	...	...	...	...
Agriculture	Male	...	...	...	...	...	...	...	...	...	...
	Female	...	...	..	...	...	...	...	...	...	...
	Total	8	6	322	85	21	...	2	...	...	444
SCHOOL EDUCATION—GENERAL.											
SECONDARY SCHOOLS.											
For Boys.											
High Schools	Male	54	55	1,306	622	241	9	14	1	3	2,305
	Female	1	...	...	...	...	...	...	...	...	1
Middle Schools—											
English	Male	164	289	4,102	5,256	1,417	60	27	33	80	11,428
	Female	16	1	...	...	...	..	...	...	...	17
Vernacular	Male	...	914	4,377	22,365	3,317	57	4	275	1,258	32,567
	Female	...	...	41	99	39	...	...	...	3	182
For Girls.											
High Schools	Male	...		...	...	...	...	...	...	...	...
	Female	25	...	...	...	...	...	...	...	...	25
Middle Schools—											
English	Male	...	...	...	...	...	...	...	...	...	...
	Female	130	150	1	5	...	...	10	...	...	296
Vernacular	Male	...	27	...	...	..	...	...	...	...	27
	Female	...	928	278	526	28	1	...	...	26	1,787
	Total	390	2,364	10,105	28,873	5,042	127	55	309	1,370	48,635
PRIMARY SCHOOLS.											
For Boys	Male	249	1,329	17,314	129,472	15,808	249	47	8,793	13,926	187,187
	Female	34	29	313	5,796	155	19	...	722	516	7,584
For Girls	Male	147	...	11	34	...	...	8	...	...	200
	Female	392	603	2,166	7,384	1,763	76	20	87	726	13,217
	Total	822	1,961	19,804	142,686	17,726	344	75	9,602	15,168	208,188

EDUCATION—GENERAL TABLE III-A.

Number of scholars on the 31st March classified according to Sex, Race, or Creed, for the official year 1907-08.—(Concld.)

Class of Institutions.	Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Budhists.	Parsis.	Gonds and other aborigines.	Others.	Total.
			Brahmins.	Non-Brahmins.						
SCHOOL EDUCATION—SPECIAL.										
SCHOOLS FOR SPECIAL INSTRUCTION.										
Training Schools ... Male	...	28	115	202	31	10	...	...	4	390
Training Schools ... Female	...	1	9	29	8	...	...	...	...	47
Schools of Art ... Male	...	...	...	...	...	...	...	...	...	...
Schools of Art ... Female	...	..	...	...	...	...	...	...	...	...
Law Schools ... Male	...	...	...	...	...	...	..	...	...	...
Law Schools ... Female	...	...	...	...	...	...	...	...	...	...
Medical Schools ... Male	...	...	...	...	...	...	...	...	...	..
Medical Schools ... Female	...	...	...	...	...	...	...	...	...	...
Engineering and Surveying Schools. Male	...	...	10	7	...	...	...	...	...	17
Engineering and Surveying Schools. Female	...	...	...	...	...	...	...	...	...	...
Industrial Schools ... Male	58	150	2	21	1	...	...	...	...	232
Industrial Schools ... Female	...	...	...	...	...	...	...	...	...	..
Other Schools, Reformatory. Male	...	...	5	41	12	...	...	...	4	62
Other Schools, Reformatory. Female	...	...	...	...	...	...	...	...	...	...
Total ...	58	179	141	300	52	10	...	...	8	748
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION.	1,278	4,510	30,372	171,944	22,841	481	132	9,911	16,546	258,015
PRIVATE INSTITUTIONS.										
1. Advanced Teaching—										
(a) Arabic or Persian ... Male	...	...	...	...	31	...	...	...	...	31
(a) Arabic or Persian ... Female	...	...	...	...	...	...	...	...	...	...
(b) Sanskrit ... Male	...	...	54	...	...	...	...	...	...	54
(b) Sanskrit ... Female	...	...	...	...	...	...	...	...	...	...
(c) Any other Oriental Classics. Male	...	...	...	...	...	...	...	...	...	...
(c) Any other Oriental Classics. Female	...	...	...	...	...	..	...	...	...	..
2. Elementary, teaching a Vernacular only or mainly—										
For Boys ... Male	...	...	...	...	...	...	...	...	...	...
For Boys ... Female	...	...	...	...	...	...	...	...	...	...
For Girls ... Male	...	...	...	...	...	...	...	...	...	...
For Girls ... Female	...	...	...	...	...	...	...	...	...	...
3. Elementary Teaching—The Koran only.										
For Boys ... Male	...	30	...	..	34	...	...	...	...	64
For Boys ... Female	...	...	...	...	9	...	...	...	...	9
For Girls ... Male	...	...	...	...	...	...	...	...	...	...
For Girls ... Female	...	...	..	...	...	...	...	...	...	...
Other Schools not conforming to Departmental standards.										
For Boys ... Male	...	...	...	...	...	...	...	..	...	...
For Boys ... Female	...	...	...	...	...	...	...	...	...	..
For Girls ... Male	...	...	...	...	...	...	..	...	...	...
For Girls ... Female	...	135	...	...	...	...	..	...	...	135
TOTAL OF PRIVATE INSTITUTIONS ...	...	165	54	...	74	...	...	...	...	293
GRAND TOTAL ...	1,278	4,675	30,426	171,944	22,915	481	132	9,911	16,546	258,308

Return of Expenditure on Public Instruction in the

Objects of Expenditure.	Public						
	Under Public						
	Managed by Government.						
	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	2	3	4	5	6	7	8
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
ARTS COLLEGES.							
COLLEGIATE EDUCATION. English	28,357	...	...	7,222	...	3,434	39,013
COLLEGIATE EDUCATION. Oriental	...	...	...	...	...	...	...
COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.							
Law	4,553	...	...	2,100	...	...	6,653
Medicine	...	...	...	...	...	...	...
Engineering	...	...	...	...	...	...	...
B. Sc. Class	10,690	...	...	203	...	...	10,893
Agriculture	...	...	...	...	...	...	...
Total	43,600	...	...	9,525	...	3,434	56,559
SECONDARY SCHOOLS.							
SCHOOL EDUCATION, GENERAL. For Boys... High Schools	60,589	...	4,017	14,620	41	184	79,451
For Boys... Middle Schools. English	47,517	20	2,779	16,897	5,521	170	72,904
For Boys... Middle Schools. Vernacular	1,109	...	...	...	...	...	1,109
For Girls... High Schools	...	...	...	...	...	...	...
For Girls... Middle Schools. English	...	...	...	...	...	...	...
For Girls... Middle Schools. Vernacular	1,293	...	...	...	...	...	1,293
Total	1,10,508	20	6,796	31,517	5,562	354	1,54,757
PRIMARY SCHOOLS.							
For Boys	2,302	...	50	285	...	...	2,637
For Girls	60,342	...	...	...	178	...	60,520
Total	62,644	...	50	285	178	...	63,157
SCHOOLS FOR SPECIAL INSTRUCTION.							
SCHOOL EDUCATION, SPECIAL. Training Schools for Masters	60,272	...	...	...	...	143	60,415
Training Schools for Mistresses	15,414	...	...	...	...	...	15,414
School of Arts	...	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...	...
Engineering and Surveying Schools	4,489	...	...	...	...	...	4,489
Industrial Schools	2,984	...	...	...	...	...	2,984
Commercial Schools	...	...	...	...	...	...	...
Agricultural Schools	...	...	...	...	...	...	...
Other Schools —Reformatory	15,664	...	...	...	...	...	15,664
Total	98,823	...	...	...	...	143	98,966
Buildings	17,599	78	...	...	...	...	17,677
Furniture and Apparatus (special grants only)	28,696	...	41	354	...	...	29,091
Total	46,295	78	41	354	...	...	46,768
University	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN Arts Colleges	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN Medical Colleges	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN Professional Colleges	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN Secondary Schools	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN Primary Schools	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN Medical Schools	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN Technical and Industrial Schools	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN Other Special Schools	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION	3,61,870	98	6,887	41,681	5,740	3,931	4,20,207

ERAL TABLE IV.

Central Provinces and Berar for the official year 1907-08.

Institutions.

Management.

Managed by District or Municipal Boards							Maintained by Feudatory States.						
Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Native State Revenues	Local Funds in Native States.	Municipal Funds raised in Native States.	Fees.	Subscriptions.	Endowments and other sources.	Total.
9	10	11	12	13	14	15	16	17	18	19	20	21	22
Rs.	Rs.	Rs.	Rs.	Rs.	Rs	Rs.	Rs.	Rs.	Rs	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	..	...	...	...	...	...	...	...	...
	...	..	...	.	..	...	...	...	...	...	...	...	...
..	...	...	...	...	..	..	..	...	...	...	...	...	...
...	...	...	...	.	.	...	..	..	...	...	...	...	...
...	...	...	...	...	...	..	...	...	..	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	..
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	..	...	...	...	..	...	...	...	...	...
5,837	...	958	3,586	...	10	10,391	3,497	...	...	...	...	..	3,497
10,012	8,849	23,269	13,610	230	503	56,473	4,801	...	1,467	235	...	...	6,503
12,034	84,621	13,233	1,367	260	...	1,11,515	3,577	1,728	1,128	9	...	573	7,015
...	...	...	...	...	...	...	...	...	...	...	...	..	.
...	...	...	...	...	...	...	...	...	...	..	...	...	.
..	...	...	...	...	...	..	...	...	...	...	...	...	...
27,883	93,470	37,460	18,563	490	513	1,78,379	11,875	1,728	2,595	244	...	573	17,015
20,624	603,188	54,172	7,405	881	276	686,546	21,634	12,335	1,126	237	1,093	1,894	38,319
...	256	...	...	...	...	256	1,901	204	606	...	...	...	2,711
20,624	6,03,444	54,172	7,405	881	276	6,86,802	23,535	12,539	1,732	237	1,093	1,894	41,030
...	...	...	...	...	...	...	...	..	...	...	...	...	...
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..	...	...	...	...	...	...	...	...	...	...	...	...	...
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...	...	...	...	...	...	...	...	...	...	...	...	...	..
...	...	...	..	...	...	...	...	...	...	...	..	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
1,979	1,60,992	42,792	368	...	...	2,06,131	733	11	23	...	430	..	1,197
282	27,931	4,026	48	143	15	32,445	3,152	337	296	225	200	...	4,210
2,261	1,88,923	46,818	416	143	15	2,38,576	3,885	348	319	225	630	...	5,407
...	...	...	...	...	...	...	...	...	...	...	...	...	...
..	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
..	...	...	..	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	..	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
..	...	...	..	...	...	...	...	..	...	...	...	...	...
...	...	...	...	..	...	...	...	...	...	...	...	...	...
..	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	..	...	...	...	...	...	...	...	..	...	...
...	...	...	...	...	...	...	..	...	...	...	...	...	...
50,768	8,85,837	1,88,450	26,384	1,514	804	11,03,757	39,295	14,615	4,646	706	1,723	2,467	63,452

Return of Expenditure on Public Instruction in Central

Objects of Expenditure.	Public						
	Under Private						
	Aided by Government or by District or Municipal Boards.						
	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
	23	24	25	26	27	28	29
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Collegiate Education.							
Arts Colleges.							
English	23,196	...	1,500	8,887	...	17,382	50,965
Oriental	...	...	...	...	...	...	...
Colleges or Departments of Colleges for Professional Training.							
Law	...	...	...	...	...	...	...
Medicine	...	...	...	...	...	...	...
Engineering	...	...	...	...	...	...	...
B. Sc. Class	...	...	...	...	...	...	...
Agriculture	...	...	...	...	...	...	...
Total	23,196	...	1,500	8,887	...	17,382	50,965
School Education, General.							
Secondary Schools.							
For Boys — High Schools	31,423	...	1,970	17,518	5,793	13,914	70,618
For Boys — Middle Schools, English	37,071	100	3,399	24,980	3,923	20,764	90,237
For Boys — Middle Schools, Vernacular	7,805	...	60	593	1,042	8,595	18,095
For Girls — High Schools	2,273	...	50	1,446	157	1,013	4,939
For Girls — Middle Schools, English	9,841	...	60	5,040	1,834	6,014	22,789
For Girls — Middle Schools, Vernacular	7,828	...	224	44	629	7,192	15,917
Total	96,241	100	5,763	49,621	13,378	57,492	2,22,595
Primary Schools.							
For Boys	27,265	296	6,471	9,729	5,500	24,222	78,483
For Girls	20,772	...	2,180	10,564	3,775	26,227	63,468
Total	48,037	296	8,601	20,293	9,275	50,449	1,36,951
School Education, Special.							
Schools for Special Instruction.							
Training School for Masters	...	...	...	...	...	...	...
Training Schools for Mistresses	...	...	...	...	...	...	...
School of Arts	...	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...	...
Engineering and Surveying Schools	...	...	...	...	...	...	...
Industrial Schools	2,940	...	...	...	1,211	23,200	27,351
Commercial Schools	...	...	...	...	...	...	...
Agricultural Schools	...	...	...	...	...	...	...
Other Schools—Reformatory	...	...	...	...	...	...	...
Total	2,940	...	...	...	1,211	23,200	27,351
Buildings	21,410	...	1,000	2,309	8,361	22,961	56,041
Furniture and Apparatus (special grants only)	6,289	...	...	1,645	984	9,829	18,747
Total	27,699	...	1,000	3,954	9,345	32,790	74,788
University	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...
Scholarships held in —							
Arts Colleges	...	...	...	...	...	...	...
Medical Colleges	...	...	...	...	...	...	...
Professional Colleges	...	...	...	...	...	...	...
Secondary Schools	...	...	...	...	...	...	...
Primary Schools	...	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...	...
Technical and Industrial Schools	...	...	...	...	...	...	...
Other Special Schools	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...
Total Expenditure on Public Instruction	1,98,113	396	16,864	82,755	33,209	1,81,313	5,12,650

Provinces and Berar for the official year 1907-08.—(Concld.)

institutions.—(*Concld.*)											
Management.				Total Expenditure from							Remarks.
Unaided.								All other sources.			
Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Private.	Public.	Grand Total.	
30	31	32	33	34	35	36	37	38	39	40	41
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
...	...	...	...	51,553	...	1,500	16,109	20,816	...	89,978	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	4,553	...	...	2,100	...	...	6,653	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	10,690	...	...	203	...	...	10,893	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	66,796	...	1,500	18,412	20,816	...	1,07,524	...
1,035	...	1,734	2,769	97,849	...	6,945	36,759	21,676	3,497	1,66,726	...
177	110	1,058	1,345	94,600	8,969	29,447	55,899	33,746	4,801	2,27,462	...
...	...	...	...	20,948	84,621	13,293	1,969	13,326	3,577	1,37,734	...
...	...	...	...	2,273	...	50	1,446	1,170	...	4,939	...
...	...	...	...	9,841	...	60	5,040	7,848	...	22,789	...
...	...	...	...	9,121	...	224	44	7,821	...	17,210	...
1,212	110	2,792	4,114	2,34,632	93,590	50,019	1,01,157	85,587	11,875	5,76,860	...
1,652	1,568	6,581	9,801	50,191	6,03,484	60,693	19,308	55,476	21,634	8,10,768	...
...	...	657	657	81,114	256	2,130	10,564	31,647	1,901	1,27,612	...
1,652	1,568	7,238	10,458	1,31,305	6,03,740	62,823	29,872	87,123	23,535	9,38,398	...
...	...	1,440	1,440	60,272	...	...	...	1,583	...	61,855	...
...	...	...	...	15,414	...	...	...	...	...	15,414	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	4,489	...	...	...	...	...	4,489	...
...	...	2,000	2,000	5,924	...	...	...	26,411	...	32,335	...
...	...	...	...	...		...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	15,664	...	...	...	...	...	15,664	...
...	...	3,440	3,440	1,01,763	...	...	...	27,994	...	1,29,757	...
16	...	2,102	2,118	40,988	1,61,070	43,792	2,693	33,888	733	2 83,164	...
71	...	150	221	35,267	27,931	4,067	2,343	11,954	3,152	84,714	...
87	...	2,252	2,339	76,255	1,89,001	47,859	5,036	45,842	3,885	3,67,878	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	42,985	...	...	...	...	...	42,985	...
...	...	...	...	1,70,343	4,045	...	...	90	10,857	1,85 335	...
...	...	...	...	8,836	...	...	...	163	962	9,961	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	120	...	...	...	...	...	120	...
...	...	...	...	14,898	11,982	894	452	1,380	1,140	30,294	...
...	...	...	...	5,059	...	25	...	277	924	6,285	...
...	...	...	...	60	...	...	...	...	...	60	...
...	...	...	...	6,205	2,803	...	...	...	...	9,008	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	29,645	14,263	1,618	10,148	14,760	892	71,326	...
...	...	...	...	2,78,151	33,093	2,537	10,148	16,670	14,775	3,55,374	...
2,951	1,678	15,722	20,351	8,88,902	9,19,424	1,64,733	1,64,625	2,84,032	54,070	24,75,791	...

Return of the Stages of Instruction of Pupils in Public Schools for General Education

Class of Schools.			Number of Schools.	Number of pupils on the rolls on 31st March.	High Stage. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination. 1			Middle Stage. Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle Stage). 2		
					Boys.	Girls.	Total.	Boys.	Girls.	Total.
SECONDARY SCHOOLS.										
For Boys	Departmental	English	41	6,449	1,207	...	1,207	3,689	...	3,689
		Vernacular	1	96	...	...	...	8	...	8
	District Fund	English	6	343	...	...	...	343	...	343
		Vernacular	207	25,367	...	...	...	3,452	1	3,453
	Municipal	English	28	3,026	208	...	208	2,818	...	2,818
		Vernacular	18	3,324	...	...	...	365	...	365
	Native State	English	7	340	19	..	19	321		321
		Vernacular	9	1,918	...	...	...	202	...	202
	Aided	English	45	3,224	940	1	941	2,266	17	2,283
		Vernacular	19	2 044	...	...	...	281	..	281
	Unaided	English	5	369	48	...	48	278	...	278
		Vernacular	..	...	...	...	...	...	...	...
		Total	386	46,500	2,422	1	2,423	14,023	18	14,041
For Girls	Departmental	English	...	...	...	...	...	...	.	...
		Vernacular	7	583	..	...	..	..	32	82
	District Fund	English	..	...	...	...	...	..		..
		Vernacular	...	...	...	...	...	...	...	...
	Municipal	English	...	...	...	...	...	...	...	...
		Vernacular	...		..	...	...	.	..	...
	Native State	English	...	...	...	...	...	...	...	...
		Vernacular	.	...	...	...	...	...	..	...
	Aided	English	13	321	...	25	25	...	296	296
		Vernacular	14	1,207	...	...	...	...	251	251
	Unaided	English	...	...	...	...	...	...	.	..
		Vernacular	1	24	...	...	..	..	4	4
		Total	35	2,135	...	25	25	...	583	583
	TOTAL SECONDARY SCHOOLS		421	48,635	2,422	26	2,448	14,023	601	14,624
PRIMARY SCHOOLS.										
For Boys	Departmental		9	797	...	...	...	...	..	...
	District Fund		2,100	140,993	...	...	...	545	..	545
	Municipal		112	15,508	10	...	10	54	...	54
	Native State		248	21,210	...	...	...	29	1	30
	Aided		157	10,862	...	...	...	27	.	27
	Unaided		151	5,411	...	...	...	...	.	...
	Total		2,777	194,771	10	...	10	655	1	656
For Girls	Departmental		177	9,351	...	...	...	...		
	District Fund		1	35	...	...	...	...		...
	Municipal		.	...	...	...	...	...	..	...
	Native State		12	734	...	...	..	...	..	..
	Aided		64	3,076	...	...	...	...	..	..
	Unaided		7	221	...	...	...	...	..	.
	Total		261	13,417	..	...	...	...	..	...
	TOTAL PRIMARY SCHOOLS		3,038	208,188	10	...	10	655	1	656
	GRAND TOTAL		3,459	256,823	2,432	26	2,458	14,678	602	15,280

GENERAL TABLE V.

in the Central Provinces and Berar at the end of the official year 1907-08.

Upper Primary Stage.			Lower Primary Stage.						TOTAL.		
Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			Comprising all pupils who have not passed beyond the Lower Primary Stage.								
			Reading printed books.			Not reading printed books.					
3			4			5					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
382	...	382	826	...	826	345	...	345	6,449	...	6,449
12	...	12	47	...	47	29	...	29	96	...	96
...	...	...	...	...	...	...	...	...	343	...	343
4,340	4	4,344	11,029	24	11,053	6,391	126	6,517	25,212	155	25,367
...	...	...	...	...	...	...	...	...	3,026	...	3,026
376	2	378	1,717	...	1,717	864	...	864	3,322	2	3,324
...	...	...	...	...	...	...	...	...	340	...	340
203	...	203	932	11	943	556	14	570	1,893	25	1,918
...	...	...	...	...	...	...	...	...	3,206	18	3,224
287	...	287	916	...	916	560	...	560	2,044	...	2,044
...	...	...	43	...	43	...	...	...	369	...	369
...	...	...	...	...	...	...	..	...	...	...	...
5,600	6	5,606	15,510	35	15,545	8,745	140	8,885	46,300	200	46,500
...	...	...	...	...	...	...	...	...	...	...	...
...	61	61	...	293	293	...	197	197	...	583	583
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	..	...	...	...	.
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	321	321
1	209	210	17	446	463	9	274	283	27	1,180	1,207
...	...	...	...	...	...	...	...	...	...	...	...
...	4	4	...	8	8	...	8	8	...	24	24
1	274	275	17	747	764	9	479	488	27	2,108	2,135
5,601	280	5,881	15,527	782	16,309	8,754	619	9,373	46,327	2,308	48,635
130	...	130	497	...	497	170	...	170	797	...	797
18,505	174	18,679	68,573	2,365	70,938	47,605	3,216	50,821	135,228	5,755	140,983
3,087	...	3,087	8,194	1	8,195	4,159	3	4,162	15,504	4	15,508
1,061	23	1,084	9,377	577	9,954	9,181	961	10,142	19,648	1,562	21,210
1,271	17	1,288	5,827	103	5,930	3,519	98	3,617	10,644	218	10,862
310	2	312	2,841	13	2,854	2,215	30	2,245	5,366	45	5,411
24,364	216	24,580	95,309	3,059	98,369	66,849	4,308	71,157	187,187	7,584	194,771
...	522	522	...	4,377	4,377	...	4,452	4,452	...	9,351	9,351
...	...	...	...	15	15	...	20	20	...	35	35
...	...	...	...	...	...	...	...	...	...	...	...
...	51	51	...	335	335	...	348	348	...	734	734
43	370	413	114	1,383	1,497	43	1,123	1,166	200	2,876	3,076
...	...	...	...	85	85	...	136	136	...	221	221
43	943	986	114	6,195	6,309	43	6,079	6,122	200	13,217	13,417
24,407	1,159	25,566	95,423	9,254	104,677	66,892	10,387	77,279	187,387	20,801	208,188
30,008	1,439	31,447	110,950	10,036	120,986	75,646	11,006	86,652	233,714	23,109	256,823

Return showing the results of Prescribed Examinations in the

Name of examination.	Number of Institutions sending Examinees.				Number of Examinees.				
	Institutions under public management.	Aided Institutions.	Other Institutions.	Total.	Institutions under public management.	Aided Institutions.	Other Institutions.	Private Students.	Total.
1	2	3	4	5	6	7	8	9	10
ARTS COLLEGES.									
1. Master of Arts ...	...	...	...	...	...	...	...	...	...
2. Bachelor of Arts ...	1	2	...	3	12	28	...	10	50
3. B. Sc. ...	1	1	...	2	6	1	...	...	7
4. First B. A. ...	...	...	...	...	...	...	...	...	...
4. First B. Sc. ...	...	...	...	...	...	...	...	...	...
4. First Arts ...	1	2	...	3	46	77	...	3	126
4. Previous Examination ...	...	...	...	...	...	...	...	...	...
ORIENTAL COLLEGES.									
1. Master of Oriental learning ...	...	...	...	...	...	...	...	...	...
2. Bachelor of Oriental learning ...	...	...	...	...	...	...	...	...	...
3. Honors in Sanskrit ...	...	...	...	...	...	...	...	...	...
Do. Arabic ...	...	...	...	...	...	...	...	...	...
Do. Persian ...	...	...	...	...	...	...	...	...	...
4. High Proficiency in Sanskrit ...	...	...	...	...	...	...	...	...	...
Do. do. Arabic ...	...	...	...	...	...	...	...	...	...
Do. do. Persian ...	...	...	...	...	...	...	...	...	...
5. Proficiency in Sanskrit ...	...	...	...	...	...	...	...	...	
Do. Arabic ...	...	...	...	...	...	...	...	...	...
Do. Persian ...	...	...	...	...	...	...	...	...	...
COLLEGES FOR PROFESSIONAL TRAINING.									
Law—									
1. Doctor of Law ...	...	...	...	...	...	...	...	...	...
2. Master of Law ...	...	...	...	...	...	...	...	...	...
3. Bachelor of Law ...	*2	...	...	2	40	...	...	...	40
4. Previous Examination ...	*2	...	...	2	22	...	...	...	22
Medicine—									
1. M. D. ...	...	...	...	...	...	...	...	...	...
2. M. B. ...	...	...	...	...	...	...	...	...	...
3. Honors in Medicine and Surgery ...	...	...	...	...	...	...	...	...	...
4. First M. B. ...	...	...	...	...	...	...	...	...	...
4. First L. M. ...	...	...	...	...	...	...	...	...	...
5. First M. B. ...	...	...	...	...	...	...	...	...	...
5. First L. S. ...	...	...	...	...	...	...	...	...	...
6. Preliminary Scientific ...	...	...	...	...	...	...	...	...	...

* The Law Classes attached to the

ERAL TABLE VI.

Central Provinces and Berar during the official year 1907-08.

Number passed.					Race or creed of passed Scholars.								Remarks.
Institutions under public management.	Aided Institutions.	Other Institutions.	Private Students.	Total.	Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Buddhists.	Parsees.	Others.	
							Brahmins.	Non-Brahmins.					
11	12	13	14	15	16	17	18	19	20	21	22	23	24
...	...	...	...	...	...	...	...	...	...	...	...	...	The figures given in this Table relate to the Examinations actually held during the official year 1907-08.
6	15	...	2	23	1	...	16	4	2	...	...	...	
2	1	...	...	3	...	...	2	1	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
16	35	...	3	54	2	...	42	9	1	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
8	...	...	...	8	...	...	...	...	...	...	...	...	
9	...	...	...	9	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	

Morris College are paid for by Government.

Return showing the results of Prescribed Examinations

Name of examination.	Number of Institutions sending Examinees.				Number of Examiners.				
	Institutions under public management.	Aided Institutions.	Other Institutions.	Total.	Institution under public management.	Aided Institutions.	Other Institutions.	Private Students.	Total.
1	2	3	4	5	6	7	8	9	10
COLLEGES FOR PROFESSIONAL TRAINING.—(*Concld.*)									
ENGINEERING—									
1. M. C. E.	...	...	...	...	...	...	...	...	...
2. B. C. E.	...	...	...	...	...	...	...	...	...
3. L. C. E.	...	...	...	...	...	...	...	...	...
4. First L. C. E.	...	...	...	...	...	...	...	...	...
TEACHING—									
1. Licentiating in Teaching	...	...	...	...	...	...	...	...	...
SCHOOLS FOR GENERAL EDUCATION.									
Matriculation ... Boys	10	10	3	23	123	199	45	44	411
Girls	...	...	...	...	...	...	...	...	...
School Final ... Boys	4	5	1	10	50	25	2	...	77
Girls	...	...	...	...	...	...	...	...	...
Upper Secondary Examination. Boys	4	...	...	4	58	...	...	...	58
Girls	...	...	...	...	...	...	...	...	...
Middle School Examination. Boys	37	16	2	55	652	353	15	4	1,024
Girls	...	5	...	5	...	26	...	...	26
High School Scholarship Examination. Boys	35	11	2	48	104	20	8	1	133
Girls	...	...	...	...	...	...	...	...	...
Primary Examination ... Boys	2,296	110	39	2,445	18,188	1,369	147	51	19,755
Girls	133	37	2	172	352	239	4	...	595
SCHOOLS FOR SPECIAL INSTRUCTION.									
1. Training School Examination for Masters. Upper	1	...	...	1	14	...	...	10	24
Lower	42	6	21	69	320	26	84	275	705
2. Training School Examination for Mistresses. Upper	...	...	...	...	...	...	...	...	...
Lower	3	16	4	23	14	91	4	13	122
3. School Final Examination	29	10	...	39	562	75	...	17	654
4. Medical Examination	...	...	...	...	...	...	...	...	...
5. Examination in Engineering and Surveying.	1	...	...	1	30	...	...	...	30
6. Industrial School Examination	...	...	...	...	...	...	...	...	...
7. Veterinary Examination	...	...	...	...	...	...	...	...	...
8. Examination in Agriculture	...	...	...	...	...	...	...	...	...

in the Central Provinces and Berar during the official year 1907-08.—(Concld.)

Number passed.					Race or creed of passed Scholars.								Remarks.
Institutions under public management.	Aided Institutions.	Other Institutions.	Private Students.	Total.	Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Buddhists.	Parsees.	Others.	
							Brahmins.	Non-Brahmins.					
11	12	13	14	15	16	17	18	19	20	21	22	23	24
...	...	...	...	.	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	..	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
102	141	17	44	304	7	4	213	62	16	...	1	1	
...	...	...	...	...	..	...	...	...	...	...	...	...	
38	21	...	...	59	...	...	19	33	7	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
21	...	...	...	21	...	...	13	6	...	...	1	1	
...	...	...	...	...	...	...	...	...	...	...	...	...	
389	198	8	3	598	23	31	264	205	65	2	3	5	
...	12	...	...	12	9	...	...	...	...	...	3	...	
85	15	3	...	103	...	2	54	31	15	...	1	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
12,235	1,013	98	33	13,384	1	223	2,272	8,845	975	215	67	786	
289	168	2	...	459	...	149	47	209	16	10	...	28	
10	...	...	1	11	..	...	10	1	...	...	...	...	
196	10	22	98	326	...	...	163	141	22	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
13	65	2	7	87	...	71	4	12	...	...	...	...	
358	63	...	6	427	...	4	173	202	45	...	1	2	
27	...	...	...	27	..	...	19	8	...	...	...	...	
...	...	...	...	..	...	...	...	...	...	..	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	..	...	

Return showing the Distribution of District Fund and Municipal Expenditure on

	Objects of Expenditure.	Expenditure of District Boards on Public Instruction.													
		In Institutions managed by District Fund Boards.										In Institutions managed by		
		Number of Institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial grants.	District Funds.	Municipal grants.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Department.	Municipal Boards.	Private persons or Associations.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
						Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
	ARTS COLLEGES.														
Collegiate Education.	English	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Oriental	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.														
	Law	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Medicine ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Engineering ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Teaching ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Agriculture ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	SECONDARY SCHOOLS.														
School Education, General.	For Boys. High Schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	For Boys. Middle Schools. English ...	6	343	310	246	...	8,849	...	...	...	...	8,849	20	...	100
	For Boys. Middle Schools. Vernacular ...	207	25,367	24,690	17,794	...	84,621	...	...	...	...	84,621	...	...	...
	For Girls. High Schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	For Girls. Middle Schools. English ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	For Girls. Middle Schools. Vernacular ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total ...	213	25,710	25,000	18,040	...	93,470	...	...	...	...	93,470	20	...	100
	PRIMARY SCHOOLS.														
	For Boys	2,100	1,40,983	1,34,682	96,711	...	6,03,188	...	...	...	...	6,03,188	...	...	296
	For Girls	1	35	14	16	...	256	...	...	...	...	256	...	...	...
	Total ...	2,101	1,41,018	1,34,696	96,727	...	6,03,444	...	...	...	...	6,03,444	...	...	296
	SCHOOLS FOR SPECIAL INSTRUCTION.														
School Education, Special.	Training Schools for Masters ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Training Schools for Mistresses ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	School of Arts	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Law Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Medical Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Engineering and Surveying Schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Industrial Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Commercial Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Agricultural Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Other Schools—Reformatory ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Buildings	...	...	...	...	...	1,60,000	...	...	...	...	1,60,000	78	...	...
	Furniture and apparatus (special grants only) ...	...	...	...	...	...	27,931	...	...	...	...	27,931	...	...	...
	Total ...	...	...	...	...	...	1,88,931	...	...	...	...	1,88,931	78	...	...
	Inspection	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Scholarships held in— Arts colleges ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Scholarships held in— Medical Colleges ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Scholarships held in— Professional Colleges ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Scholarships held in— Secondary Schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Scholarships held in— Primary Schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Scholarships held in— Medical Schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Scholarships held in— Technical and Industrial Schools. ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Scholarships held in— Other Special Schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Miscellaneous	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	GRAND TOTAL ...	2,314	1,66,728	1,59,696	1,14,767	...	8,85,837	...	...	...	...	8,85,837	98	...	396

ERAL TABLE VII.

Public Instruction in the Central Provinces and Berar for the official year 1907-08.

Total District Fund expenditure on Public Instruction.	Expenditure of Municipal Boards on Public Instruction.													Total Municipal expenditure on Public Instruction.	Total expenditure of District Fund and Municipal Boards on Public Instruction.	Remarks.
	In Institutions managed by Municipal Boards.										In Institutions managed by					
	Number of Institutions.	Number of scholars on the rolls on 31st March.	Number of scholars on the rolls monthly during the year	Average daily attendance.	Provincial grants.	Municipal rates.	District Funds	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Department.	District Fund Boards.	Private persons or Associations.		
16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
...	...	..	...	...	...	...	...	...	...	...	...	...	...	1,500	1,500	1,500	
...	...	..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...

EDUCATION—GENERAL TABLE VIII.—(For Boys).

Return showing the Attendance and Expenditure in Hostels or Boarding-houses for the official year 1907-08.

Class of Hostels or Boarding-houses.	Number of—		Number of Boarders who are students of—				Expenditure from—					Remarks.
	Hostels or Boarding-houses.	Boarders.	Arts Colleges.	Secondary Schools.	Primary Schools.	Special Schools.	Provincial Revenues.	Local or Municipal Funds.	Subscriptions or Endowments.	Fees.	Total Expenditure.	
1	2	3	4	5	6	7	8	9	10	11	12	13
							Rs. a. p.	Rs. a. p.	Rs.	Rs. a. p.	Rs. a. p.	
1.—Managed by Government ...	15	570	53	209	1	307	9,512 15 8	78 0 0	3,651	3,135 8 0	16,377 7 8	
2.—Managed by Local or Municipal Boards.	16	268	...	261	7	...	141 15 3	1,235 1 10	30	1,783 0 0	3,199 1 1	
3.—Aided by Government or by Local or Municipal Boards.	14	672	74	294	246	58	5,158 0 0	120 0 0	9,773	25,764 0 0	40,815 0 0	
4.—Unaided	8	157	...	139	18	...	...	...	6,900	23 0 0	6,923 0 0	

EDUCATION—GENERAL TABLE VIII—(For Girls).

Return showing the Attendance and Expenditure in Hostels or Boarding-houses for the official year 1907-08.

Class of Hostels or Boarding-houses.	Number of—		Number of Boarders who are students of—				Expenditure from—					Remarks.
	Hostels or Boarding-houses.	Boarders.	Arts Colleges.	Secondary Schools.	Primary Schools.	Special Schools.	Provincial Revenues.	District or Municipal Funds.	Subscription or Endowments.	Fees.	Total Expenditure.	
1	2	3	4	5	6	7	8	9	10	11	12	13
							Rs.	Rs.	Rs.	Rs.	Rs.	
1.—Managed by Government ...	2	11	...	...	...	11	3,107	...	...	...	3,107	
2.—Managed by Local or Municipal Boards.	...	...	...	...	...	...	...	...	...	...	...	
3.—Aided by Government or by Local or Municipal Boards.	9	450	...	121	329	...	6,780	806	13,062	18,405	39,053	
4.—Unaided	2	63	...	56	7	...	...	264	4,920	564	5,748	

EDUCATION—SUBSIDIARY TABLE No. II—(For Europeans only).

Abstract Return of Expenditure on Institutions in the Central Provinces for the official year 1907-08.

	Total Direct Expenditure.					Total Indirect Expenditure.						
	Collegiate Education.	School Education, General.		School Education, Special.	Total.	Scholarships.	Buildings.	Furniture.	Miscellaneous.	Total.	Total expenditure.	Remarks.
	Arts Colleges.	Secondary Schools.	Primary Schools.	Industrial Schools.								
1	2	3	4	5	6	7	8	9	10	11	12	13
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
Institutions ... For Males	...	26,096	15,891	2,880	44,867	1,813	4,838	3,484	2,576	12,711	57,578	
Institutions ... For Females	...	19,199	30,829	...	50,028	676	19,877	2,504	1,986	25,043	75,071	
Total ...	...	45,295	46,720	2,880	94,895	2,489	24,715	5,988	4,562	37,754	1,32,649	
(*a*) Percentages of Provincial expenditure included in columns 2 to 11 to total Provincial expenditure on European Institutions.	...	36·96	28·72	2·30	67·98	4·15	19·68	4·21	3·96	32·02	100·00	
(*b*) Percentages of Municipal expenditure included in columns 2 to 11 to total Municipal expenditure.	...	4·78	90·87	...	100·00	...	...	..	...	...	100·00	
(*c*) Percentages of total expenditure included in columns 2 to 11 to total expenditure.	...	34·15	35·22	2·17	11·51	1·88	18·63	4·51	3·44	28·46	100 00	
	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.							
Average annual cost of educating each pupil:—												
Aided Institutions .. Cost of Provincial Revenues ...	...	57 8 7	19 4 4	23 0 0	30 7 3							
Aided Institutions .. Cost of Municipal Funds ...	...	0 4 7	2 7 3	...	1 12 10							
Total ..	...	117 10 5	52 5 1	48 0 0	70 14 9							
Unaided Institutions	...	...	...	...	...							
Total ...	...	117 10 5	52 5 1	48 0 0	70 14 9							

EDUCATION—SUBSIDIARY TABLE No. III—(For Europeans only).

Return of European Schools and Scholars in the Central Provinces for the year 1907-08.

	Public Institutions.															
	Under Private Management.															
	Aided by Government District Fund or Municipal Board.				Unaided				Grand Total of Public Institutions.	Grand Total of scholars on 31st March.	Number of scholars on 31st March learning.			Girls in Boys' Schools.	Boys in Girls' Schools.	Remarks.
	Number of Institutions.	Number of scholars on rolls on the 31st March 1908.	Average number on rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of scholars on rolls on the 31st March 1908.	Average number on rolls monthly during the year.	Average daily attendance.			English	A classical language.	A vernacular language.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
COLLEGES.																
Secondary Schools																
School Education, General. — For Boys — High Schools	4	62	49	44	...	...	...	...	4	62	62	62	18	1	.	
For Boys — Middle Schools	4	193	175	156	...	...	...	...	4	193	193	193	189	16		
For Girls — High Schools	4	25	24	20	...	...	...	...	4	25	25	25	...	...	...	
For Girls — Middle Schools	6	141	137	122	..	...	...	...	6	141	141	129	23	...	...	
Total	18	421	385	342	...	...	...	..	18	421	421	409	230	17	...	
Primary Schools.																
For Boys	7	316	321	258	...	...	...	...	7	316	316	142	157	37		
For Girls	11	568	572	457	...	...	...	...	11	568	568	53	...	...	156	
Total	18	884	893	715	...	...	...	...	18	884	884	195	157	37	156	
SCHOOL EDUCATION, SPECIAL.																
Industrial Schools — Boys	1	58	60	53	...	...	...	...	1	58	58	...	...	...	..	
Industrial Schools — Girls	...	...	...	...	...	...	...	...	...	...	...	..	..	...	...	
Total of Schools or Public Institutions	37	1,363	1,338	1,110	...	...	...	...	37	1,363	1,363	604	387	54	156	

EDUCATION—SUBSIDIARY TABLE III-A.—(FOR EUROPEAN SCHOOLS).

Number of Scholars on the 31st March classified according to Sex, Race, or Creed, for the official year 1907-08.

			Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Gonds and other aborigines.	Others.
					Brahmins.	Non-Brahmins.					
1			2	3	4	5	6	7	8	9	10
COLLEGIATE EDUCATION.											
ARTS COLLEGES.											
English	...	Male	..	..	..	...	...	...	...	...	..
		Female	..	...	..	...	...	...	...	...	.
Oriental	...	Male	...	...	..	...	...	...	...	...	..
		Female	...	...	...	...	...	...	...	...	
COLLEGE FOR PROFESSIONAL TRAINING.											
Law	...	Male	...	...	..	...	...	...	...	...	...
		Female	...	...	...	...	...	...	...	...	...
Medicine	.	Male	...	...	..	...	..	...	..	...	..
		Female	...	...	...	...	...	...	...	...	...
Engineering	...	Male	...	..	...	...	...	...	...	...	..
		Female	..	...	...	...	...	...	..	...	.
Teaching	...	Male	...	...	...	...	...	...	...	...	..
		Female	...	...	...	...	...	...	...	...	..
Agriculture	...	Male	.	...	...	...	...	...	...	...	...
		Female	...	...	...	...	...	...	...	...	..
		Total	...	...	...	...	...	...	...	...	.
SCHOOL EDUCATION—GENERAL.											
SECONDARY SCHOOLS.											
For Boys.											
High Schools	...	Male	53	1	5	...	...	...	2	...	..
		Female	1	...	...	...	...	...	...	...	...
Middle Schools—											
English	...	Male	157	2	6	...	...	...	12	...	.
		Female	16	...	...	...	...	...	...	...	...
Vernacular	...	Male	...	...	...	...	...	...	...	...	.
		Female	...	...	...	...	...	...	...	...	..
For Girls.											
High Schools		Male	...	...	...	...	...	...	...	...	...
		Female	25	...	...	...	...	...	...	...	...
Middle Schools—											
English	..	Male	...	...	...	..	...	...	...	...	...
		Female	130	...	1	...	...	...	10	...	...
Vernacular	.	Male	...	...	...	...	...	...	...	...	...
		Female	...	...	...	...	...	...	...	...	...
		Total	382	3	12	...	...	...	24	...	...
Primary Schools—											
For Boys	...	Male	246	7	3	...	...	...	23	...	...
		Female	34	3	...	...	..	...	...	...	...
For Girls	...	Male	147	...	1	...	...	...	8	...	...
		Female	392	...	4	...	...	...	16	...	...
		Total	819	10	8	...	...	...	47	...	...

EDUCATION—SUBSIDIARY TABLE III-A.—(FOR EUROPEAN SCHOOLS).

Number of Scholars on the 31st March classified according to Sex, Race, or Creed, for the official year 1907-08.—(Concld.).

		Europeans and Eurasians	Native Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Jains and other aborigines.	Others.
				Brahmins.	Non-Brahmins.					
1		2	3	4	5	6	7	8	9	10
SCHOOL EDUCATION—SPECIAL.										
SCHOOLS FOR SPECIAL INSTRUCTIONS.										
Training Schools	Male	...	...	...	...	...	...	..	...	...
	Female	...	...	...	...	...	...	..	...	...
Schools of Art ...	Male	...	...	...	...	...	...	...	...	..
	Female	...	...	...	..	...	...	...	...	...
Law Schools ...	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	..	...	...	...	..	...
Medical Schools ...	Male	...	...	...	..	...	...	...	...	..
	Female	..	...	...	...	...	...	...	..	...
Engineering and Surveying Schools.	Male	...	...	...	...	...	..	...	...	...
	Female	...	..	..	...	...	...	...	...	...
Industrial Schools	Male	...	58	...	..	...	...	..	...	...
	Female	...	...	...	...	..	..	...	...	...
Other Schools ...	Male	...	..	...	..	...	...	..	...	...
	Female	...	...	...	...	..	...	.	...	...
	Total	...	58	...	..	..	...	...	..	...
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION.			1,259	13	20	...	...	...	71	...	...
PRIVATE INSTITUTIONS.										
1. Advanced Teaching—										
(a) Arabic or Persian	Male	...	...	...	...	...	..	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...	...
(b) Sanskrit	Male	...	...	...	...	...	...	...	...	..	.
	Female	...	...	...	...	...	...	...	...	.	...
(c) Any other Oriental classics.	Male	...	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	..	..
2. Elementary Teaching—A. Vernacular only or mainly.—										
For Boys ...	Male	...	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...	...
For Girls ...	Male	...	...	...	...	...	...	...	...	...	...
	Female	...	...	...	..	...	...	..	...	...	..
3. Elementary Teaching—The Koran only—										
For Boys ...	Male	..	...	...	...	...	...	...	...	...	...
	Female	...	...	..	...	...	...	...	...	...	...
For Girls ..	Male	...	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...	...
Other schools not conforming to Departmental Standards—										
For Boys ...	Male	...	...	...	...	..	...	...	...	..	
	Female	...	...	...	...	...	...	...	...	...	
For Girls ...	Male	...	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...	...
TOTAL OF PRIVATE INSTITUTIONS		...	...	...	...	...	...	...	...	...	...
GRAND TOTAL		..	1,259	13	20	...	...	...	71	...	...

EDUCATION—SUBSIDIARY TABLE IV.—(FOR EUROPEANS ONLY).

Return of Expenditure on European Institutions in the Central Provinces for the official year 1907-08.

Object of Expenditure.	Public Institutions.										Total of expenditure from					Remarks.
	Under Private Management.															
	Aided by the Government.						Unaided.									
	Provincial Revenues.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	Municipal Funds.	Fees.	All other sources.	Grand Total.	
1	2a	2b	2c	2d	2e	2	3a	3b	3c	3	4a	4b	4c	4d	4	
COLLEGES.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
Secondary Schools, English—																
For Boys ... High Schools ...	5,395	...	2,534	1,125	1,650	10,704	...	...	...	...	5,395	...	2,534	2,775	10,704	
For Boys ... Middle Schools ...	7,823	...	3,809	1,583	2,177	15,392	...	...	...	...	7,823	...	3,809	3,760	15,392	
For Girls ... High Schools ...	2,273	50	1,446	157	1,013	4,939	...	...	...	...	2,273	50	1,446	1,170	4,939	
For Girls ... Middle Schools ...	6,661	60	4,860	577	2,102	14,260	...	...	...	...	6,661	60	4,860	2,679	14,260	
Total ...	22,152	110	12,649	3,442	6,942	45,295	...	...	...	...	22,152	110	12,649	10,384	45,295	
PRIMARY SCHOOLS.																
For Boys	6,082	900	4,161	2,562	2,186	15,891	...	...	...	...	6,082	900	4,161	4,748	15,891	
For Girls	11,129	1,290	10,436	988	6,986	30,829	...	...	...	...	11,129	1,290	10,436	7,974	30,829	
Total ...	17,211	2,190	14,597	3,550	9,172	46,720	...	...	..	...	17,211	2,190	14,597	12,722	46,720	
Industrial Schools .. Boys ...	1,380	...	...	...	1,500	2,880	...	...	...	...	1,380	...	.	1,500	2,880	
Industrial Schools .. Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Scholarships held in Colleges ... Arts ...	587	...	...	...	...	587	...	...	...	...	587	...	...	...	587	
Scholarships held in Colleges ... Professional ...	120	...	...	...	...	120	...	...	...	...	120	..	...	...	120	
Scholarships held in Secondary Schools ...	520	...	...	...	...	520	...	...	...	...	520	...	...	...	520	
Scholarships held in Primary Schools	1,262	...	...	...	..	1,262	...	...	...	...	1,262	...	...	...	1,262	
Buildings	11,797	...	2,142	2,304	8,472	24,715	...	...	...	...	11,797	...	2,142	10,776	24,715	
Furniture	2,525	...	1,051	586	1,826	5,988	...	...	...	...	2,525	...	1,051	2,412	5,988	
Miscellaneous	2,377	...	1,484	...	701	4,562	...	...	...	...	2,377	...	1,484	701	4,562	
Total ...	19,188	...	4,677	2,890	10,999	37,754	...	...	...	...	19,188	...	4,677	13,889	37,754	
Total Expenditure on European Institutions ...	59,931	2,300	31,923	9,882	28,613	1,32,649	...	...	...	...	59,931	2,300	31,923	38,495	1,32,649	

EDUCATION—SUBSIDIARY TABLE No. V.—(For Europeans only)

Return of the Stages of Instruction of Pupils in Public Schools for General Education in the European Schools of the Central Provinces for the official year 1907-08.

Class of School.	Number of schools.	Number of pupils on the rolls on 31st March.	High Stage. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination.			Middle Stage. Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary Middle Stage.			Upper Primary Stage. Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			Lower Primary Stage. Comprising all pupils who have not passed beyond the Lower Primary Stage.						Total.		
												Reading printed books.			Not reading printed books.					
			1			2			3			4			5					
			Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
SECONDARY SCHOOLS.																				
For Boys... Aided ... English ...	8	255	61	1	62	177	16	193	..	...	...	...	...	...	...	...	...	238	17	255
For Boys... Unaided... Vernacular ...	...	...	...	...	...	...	...	...	...	...	...	..	...	...	...	...	...	...	...	...
Total ...	8	255	61	1	62	177	16	193	...	...	...	...	...	...	...	...	...	238	17	255
For Girls... Aided ... English ...	10	166	...	25	25	...	141	141	...	.	...	...	...	...	...	...	...	...	166	166
For Girls... Unaided ... Vernacular ...	...	...	...	...	...	...	...	...	...	...	...	..	...	...	...	...	...	..	...	...
Total ...	10	166	...	25	25	...	141	141	...	...	...	...	...	...	...	...	...	...	166	166
Total Secondary Schools ...	18	421	61	26	87	177	157	334	...	...	...	...	...	...	...	...	...	238	183	421
PRIMARY SCHOOLS.																				
For Boys... Aided	7	316	...	...	...	...	...	...	91	15	106	187	22	209	1	...	1	279	37	316
For Boys... Unaided	...	...	...	...	...	...	...	...	...	...	...	..	...	...	...	...	...	...	...	...
Total ...	7	316	...	...	...	...	...	...	91	15	106	187	22	209	1	...	1	279	37	316
For Girls... Aided	11	568	...	...	...	...	...	...	31	165	196	94	201	295	31	46	77	156	412	568
For Girls... Unaided	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	11	568	...	...	...	...	...	...	31	165	196	94	201	295	31	46	77	156	412	568
Total Primary Schools ...	18	884	...	...	...	...	...	...	122	180	302	281	223	504	32	46	78	435	449	884
Grand Total ...	36	1,305	61	26	87	177	157	334	122	180	302	281	223	504	32	46	78	673	632	1,305

Note—The number of girls shown in this table should correspond with the number returned under Primary and Secondary Schools in Form No. III. Mixed Schools should be entered as Boys' Schools or Girl's Schools according to the number of boys or girls is greater.

APPENDICES.

APPENDIX I.

Return showing the General and Statistical Summary for the preparation of Maps.

Territory.		Population.		Children.		1907-08.				
		Males.	Females.	Males.	Females.	Total number of children under instruction.	Total number of children in Colleges and Special Schools.	Number of boys in Secondary Schools.	Number of boys in Primary Schools.	Total number of girls under instruction.
1		2	3	4	5	6	7	8	9	10
BRITISH TERRITORY.										
The Nerbudda Valley	Saugor	230,802	228,910	34,620	34,336	9,499	...	2,809	5,238	1,452
	Damoh	144,196	144,268	21,629	21,640	5,387	...	862	4,139	386
	Jubbulpore	348,614	362,813	52,292	54,346	16,930	364	2,710	11,832	2,024
	Narsinghpur	149,414	159,449	22,412	23,917	8,429	120	1,047	6,437	825
	Hoshangabad	222,899	228,552	33,434	34,282	12,137	...	2,755	8,472	910
	Total	1,095,925	1,123,492	164,387	168,521	52,382	484	10,183	36,118	5,597
	Percentage	...	...	...	...	15·7	·1	6·2	21·9	3·3
The Satpura Range	Nimar	177,707	170,004	26,656	25,500	6,864	...	967	5,426	471
	Betul	140,090	147,511	21,013	22,126	3,646	..	491	3,028	127
	Chhindwara	207,433	218,884	31,114	32,832	6,005	...	1,043	4,703	259
	Seoni	160,912	174,915	24,136	26,237	4,649	...	572	3,663	414
	Balaghat	157,951	170,664	23,692	25,599	7,032	...	565	6,361	106
	Mandla	165,785	172,483	24,867	25,872	4,969	...	784	3,772	413
	Total	1,009,878	1,054,461	151,478	158,166	33,165	...	4,422	26,953	1,790
	Percentage	...	...	...	...	10·7	...	2·9	17·7	1·1
The Maratha Country	Wardha	196,401	194,780	29,460	29,217	7,915	...	1,933	5,715	262
	Nagpur	388,844	387,144	58,326	58,071	16,325	449	4,227	10,118	1,531
	Bhandara	328,922	353,790	49,338	53,068	8,539	...	1,133	7,199	207
	Chanda	300,650	309,415	45,097	46,412	8,281	...	1,367	6,352	562
	Total	1,214,817	1,245,129	182,221	186,768	41,060	449	8,665	29,384	2,562
	Percentage	...	...	...	...	11·1	·1	4·7	16·1	1·3

Chhattisgarh	Raipur	...	...	532,675	564,183	79,901	84,627	19,477	75	918	15,161	3,323
	Bilaspur	...	...	445,789	471,451	66,868	70,715	16,382	...	2,118	12,535	1,729
	Drug	...	...	297,998	330,887	44,699	49,633	11,341	...	111	9,267	1,963
		Total	...	1,276,462	1,366,521	191,468	204,975	47,200	75	3,147	36,963	7,015
		Percentage	...	...	...	...	...	11·9	·01	1·6	19·3	3·4
Berar	Akola	...	...	383,427	371,377	57,514	55,707	16,675	80	4,597	10,715	1,283
	Amraoti	...		413,013	396,486	61,952	59,473	20,082	57	5,110	13,596	1,319
	Buldana	...	...	308,153	305,603	46,223	45,480	14,818	...	4,914	9,049	855
	Yeotmal	...	...	289,707	286,250	43,456	42,937	8,724	...	3,056	5,110	558
		Total	...	1,394,300	1,359,716	209,145	203,957	60,299	137	17,677	38,470	4,015
		Percentage	...	...	...	...	...	14·5	·03	8·4	18·3	1·9
FEUDATORY STATES.												
Nerbudda Valley	Hoshangabad	...	...	6,366	6,549	955	982	315	...	...	315	...
		Total	...	6,366	6,549	955	982	315	...	...	315	...
		Percentage	...	...	...	...	...	16·2	...	...	32·9	...
Chhattisgarh	Raipur	...	...	528,460	526,272	79,269	78,940	13,542	...	461	11,796	1,285
	Bilaspur	...	...	178,300	186,376	26,745	27,956	7,919	...	292	6,831	796
	Drug	...	...	89,324	96,675	13,398	14,500	2,426	...	66	2,120	240
		Total	...	796,084	809,323	119,412	121,396	23,887	...	819	20,747	2,321
		Percentage	...	...	...	...	...	9·9	...	·6	17·3	1·9
		GRAND TOTAL	...	6,793,832	6,965,191	1,019,074	1,044,778	258,308	1,145	44,913	188,950	23,300
		PERCENTAGE	...	...	...	...	...	12·5	·05	4·4	18·5	2·2

APPENDIX II.

Statement showing Percentage of Scholars to children of School-going age for 1906-07 *and* 1907-08.

District.	Population.			Scholars.			Percentage of Male Scholars to Male population of School-going age.	Percentage of Female Scholars to Female population of School-going age.	Percentage of total Scholars to total population of School-going age.
	Males.	Females	Total.	Males.	Females.	Total.			
1	2	3	4	5	6	7	8	9	10
1906-07.									
Nagpur	388,844	387,144	775,988	13,592	1,310	14,902	23·3	2·2	12·8
Bhandara	328,922	353,790	682,712	8,464	221	8,685	17·1	·4	8·4
Chanda	300,650	309,415	610,065	8,824	568	9,392	19·4	1·2	10·2
Wardha	196,401	194,780	391,181	7,382	235	7,617	25·	·8	12·9
Balaghat	157,951	170,664	328,615	6,158	109	6,267	25·9	·4	12·7
Chhindwara	207,433	218,884	426,317	5,780	221	6,001	18·5	·6	9·3
Betul	140,090	147,511	287,601	3,588	114	3,702	17·	·5	8·5
Seoni	160,912	174,915	335 827	4,229	403	4,632	17·5	1·5	9·1
Jubbulpore	348,614	362,313	710,927	14,424	1,967	16,391	27·5	3·6	15·3
Saugor	230,802	228,910	459,712	7,669	1,401	9,010	21·9	4·	13·
Damoh	144,196	144,268	288,464	4,676	321	4,997	21·6	1·4	11·5
Mandla	165,785	172,483	338,268	4,803	409	5,212	19·3	1·5	10·2
Hoshangabad	222,899	228,552	451,451	11,100	904	12,004	33·2	2·6	17·7
Narsinghpur...	149,414	159,449	308,863	7,168	630	7,798	31·9	2·6	16·8
Nimar	177,707	170,004	347,711	5,854	389	6,243	21·9	1·5	11·9
Raipur	532,675	564,183	1,096,858	13,954	2,507	16,461	17·4	2·9	10·
Bilaspur	445,789	471,451	917,240	12,784	1,054	13,838	19·1	1·4	10·
Drug	297,998	330,887	628,885	8,127	1,167	9,294	18·1	2·3	9·8
Akola	383,427	371,377	754,804	13,984	1,256	15,240	24·3	2·2	13·4
Amraoti	413 013	396,486	809,499	17,601	1,237	18,838	28·4	2·	15·5
Buldana	308,153	305,603	613,756	12,732	772	13,504	27·1	1·6	13·8
Yeotmal	289,707	286,260	575,967	7,631	461	8,092	17·5	1·	9·8
Total ...	5,991,382	6,119,319	12,140,701	200 244	17,676	2,17,920	22·2	1·9	11·9
FEUDATORY STATES ...	5,79 379	599,439	1 178 818	17 561	1 958	19,519	20·2	2·1	11·
GRAND TOTAL ..	6,570 761	6,748,758	13,319,519	217,805	19 634	2,37.439	22·	1·9	11·8

1907-08

Nagpur	388,844	387,144	775 988	14,794	1,531	16,325	25·4	3·4	14·
Bhandara	328,922	353,790	682 712	8,362	207	8,539	16·8	·3	8·3
Chanda	300,650	309,415	610,065	7 719	562	8,281	17·2	·1	9·
Wardha	196,401	194,780	391,181	7,653	262	7,915	25·9	·8	13·4
Balaghat	157,951	170,664	328,615	6,926	106	7,032	29·3	·3	14·2
Chhindwara	207,433	218,884	426,317	5,746	259	6 005	18·5	·7	9·3
Betul	140,090	147,511	287,601	3,519	127	3 646	16·7	·5	8·4
Seoni	160,912	174,915	335,827	4,235	414	4,649	17·5	1·5	9.2
Jubbulpore	348,614	362,313	710,927	14,906	2,024	16,930	28·5	3·7	15·8
Saugor	230,802	228,910	450,712	8,047	1,452	9,499	23 2	4·2	14·
Damoh	144,196	144,268	288,464	5,001	386	5,387	23 3	1·5	12·4
Mandla	165,785	172,483	338,268	4,556	413	4,969	18·3	1·5	9·7
Hoshangabad	222,899	228,552	451,451	11,227	910	12,137	33 6	2·6	17·9
Narsinghpur	149,414	159,449	308,863	7,604	825	8 429	33·5	3·4	18·2
Nimar	177,707	170,004	347,711	6,393	471	6,864	23·9	1·8	13·1
Raipur	532,675	564,183	1,096 858	16,154	3,323	19 477	20·2	3·9	11·8
Bilaspur	445,789	471,451	917,240	14,653	1,729	16,382	21·7	2·4	11·9
Drug	297,998	330,887	628,885	9,378	1,963	11,341	20·9	3·9	13·
Akola	383,427	371,377	754,804	15,392	1,283	16,675	26·7	2·3	14·7
Amraoti	413,013	396,486	809,499	18,763	1,319	20,082	30·3	2·1	16·5
Buldana	308,153	305,603	613,756	13,963	855	14,818	30·2	1·8	16·
Yeotmal	289,707	286,250	575,957	8,166	558	8,724	18·7	1·2	10·
Total ..	5,991,382	6,149,319	12,140,701	213,127	20,979	234,106	23·7	2·2	12·8
FEUDATORY STATES ...	812,450	815,872	1,618,322	21,881	2,381	24,262	18·1	1·8	9·9
GRAND TOTAL ..	6,793,832	6,965,191	13,759,023	235,008	23,300	258,308	23·	2·2	12·5

APPENDIX III.

Statement showing the number of Scholars under different Stages of Instruction.

Class of Schools.	High Stage.		Middle Stage.		Upper Primary Stage.		Lower Primary Stage.		Remarks.
	1906-07.	1907-08.	1906-07.	1907-08.	1906-07.	1907-08.	1906-07.	1907-08.	
1	2	3	4	5	6	7	8	9	10
BRITISH TERRITORY.									
Secondary Schools for Boys ... English ...	2,146	2,403	8,666	9,394	377	382	1,178	1,214	
Secondary Schools for Boys ... Vernacular ...	...	...	3,909	4,106	4,622	5,016	21,107	21,570	
Secondary Schools for Girls ... English ..	32	26	281	304	...	...	...	...	
Secondary Schools for Girls ... Vernacular ...	...	...	308	297	281	280	1,132	1,385	
Primary Schools for Boys	14	10	877	626	23,679	23,346	135,748	143,756	
Primary Schools for Girls	...	...	...	...	785	1,085	11,037	17,420	
Total ...	2,192	2,439	14,041	14,727	29,744	30,109	170,202	185,345	
NATIVE STATES.									
Secondary Schools for Boys ... English ...	23	19	284	321	...	...	...	...	
Secondary Schools for Boys ... Vernacular ...	...	...	194	202	217	203	1,461	1,488	
Secondary Schools for Girls ... Vernacular ..	...	...	...	...	...	..	...	25	
Primary Schools for Boys	...	...	...	29	1,106	1,061	15,923	18,559	
Primary Schools for Girls	...	...	...	1	43	74	615	2,221	
Total ...	23	19	478	553	1,366	1,338	17,999	22,293	
GRAND TOTAL ...	2,215	2,458	14,519	15,280	31,110	31,447	188,201	207,638	

APPENDIX IV.

Classification of Pupils according to Race or Creed in the Central Provinces and Berar.

	1906-07.			1907-08.			Remarks.
	Boys.	Girls.	Total.		Girls.	Total.	
1	2	3	4	5	6	7	8
Europeans and Eurasians	663	583	1,246	680	598	1,278	
Native Christians	2,884	1,979	4,263	2,828	1,847	4,675	
Hindus ... Brahmins	26,000	2,504	28,504	27,618	2,808	30,426	
Hindus ... Non-Brahmins	147,821	11,326	159,147	158,105	13,839	171,944	
Muhammadans	19,701	1,933	21,634	20,913	2,002	22,915	
Buddhists	664	102	766	385	96	481	
Parsis	103	56	159	102	30	132	
Gonds and other aborigines	5,937	445	6,382	9,102	809	9,911	
Others	14,632	706	15,338	15,275	1,271	16,546	
Total ..	217,805	19,634	237,439	235,008	23,300	258,308	

Govt. Press, Nagpur:—No. 1114, D. P. I.—3-9-08.—400.

REPORT

ON THE

STATE AND PROGRESS OF EDUCATION

IN THE

CENTRAL PROVINCES AND BERAR

FOR THE YEAR

1908-09.

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CENTRAL PROVINCES ADMINISTRATION.

Education and Medical Department

Nagpur, the 18th November 1909.

READ—

Letter No. 553-S., dated the 13th September 1909, from the Director of Public Instruction, Central Provinces, forwarding the Report on the State and Progress of Education in the Central Provinces for 1908-09.

READ ALSO—

The Circle and District Reports.

RESOLUTION.

With the incidence of such factors as epidemics and hard times, through plague and scarcity, the general conditions of the year were not altogether favourable to the progress of education; and that no serious dislocation of business was occasioned by them is a cause for much satisfaction.

2. The statistics presented by the Director of Public Instruction show an all-round improvement over those of the previous year. The number of institutions of all kinds rose from 3,490 to 3,651, with an increase of 18,392 in the number of scholars. The percentage of scholars to children of school-going age stood at 13·4, or nearly one per cent higher than in 1907-08. The rise in the number of scholars of backward communities, such as Gonds and other aborigines, was phenomenal, and in spite of the prevailing prejudice against the admission of low castes into ordinary schools, the number of students of this class increased in Nagpur and Berar Circles.

3. The above statistics, however satisfactory, would have been still more so had it been possible to meet all the demands made during the course of the year for increased educational facilities. Requests are constantly preferred for the opening of new schools and for raising the grade of existing schools. Particularly there is a marked increase in the fervour with which Primary Education is now received in rural tracts. This circumstance seems to be the outcome, partly of the lowering of fees, and partly of the general advance in public opinion. Whatever the cause, the aspirations of the population in this respect are worthy of encouragement; and nothing can be more desirable to the Administration than to foster them.

4. But side by side with the demand for more schools, the requirements of the existing schools with respect to more efficient staff and improved accommodation and equipment call even more loudly for instant and constant attention. These requirements the Chief Commissioner finds are in themselves large enough to absorb all the available resources of Government and of Local Bodies. In the Resolution on the Annual Reports of District Councils in the Central

Provinces for the year 1907-08, it was laid down that the percentage of expenditure on education from District Funds should not, as a rule, materially exceed one-third, exclusive of non-recurring expenditure on buildings. For the period under review, the total expenditure from District Funds was estimated at Rs. 30,93,922, whereas the expenditure on education amounted to Rs. 11,73,885. Of this, a sum of Rs. 2,70,799 was non-recurring expenditure devoted to Buildings, Furniture, and Apparatus. The proportion of one-third has thus been very nearly reached, while in some districts it has been greatly exceeded. In Chanda and Yeotmal, for instance, the educational expenditure is more than half of the total. On the other hand, the educational expenditure of municipalities is in many cases inadequate, especially in Berar. Speaking generally, however, it may be said that Local Funds are taxed for education to their utmost capacity. Yet there is still much to be done for the improvement of existing schools, especially in the direction of providing them with a sufficient, competent, and adequately paid teaching staff, and these are measures which should take precedence of any further multiplication of schools. It has been brought to notice that in certain rural areas under District Councils there has been a tendency to push on the opening of new schools at too rapid a rate, regardless of the resources available to meet the cost. The Chief Commissioner deprecates such a tendency, and in future expects more foresight from District Councils in the matter. Nor is it desirable for the Administration to launch on any scheme of extension in anticipation of the issue of orders by the Government of India in connection with free Primary Education. In the meanwhile, if any new schools are to be opened, they must be opened by individual or corporate private efforts.

5. Apart from financial considerations, there is yet another difficulty to be faced, and that is in regard to the supply of trained teachers; and this question must be settled before any general scheme of extension can become feasible. It is calculated that, out of a total of 6,649 Primary School teachers, there are 3,821 who are entirely untrained. In the year 1908 the outturn from Normal Schools and Training Classes was 336, whereas the annual requirements, on a rough calculation, amounted to 864. In order to overcome this deficiency, a scheme was formulated at the Pachmarhi Conference (held in June 1909) by which it is expected there will be not only a larger outturn from the Normal School, but also an improvement in the quality of the candidates for these schools. This scheme, involving as it does the establishment of two new Normal Schools and the considerable extension of an existing one, and with a large amount of non-recurring and recurring outlay, will necessarily take some time to get into full swing. In these circumstances to open any new Primary Schools would be but making an already unsatisfactory situation worse.

6. The proposals for the improvement of the training of teachers for Middle and High Schools form part of the scheme for Secondary Education, which is at present pending with the Government of India.

7. In examining the advance made during the year in the material condition of all educational institutions, the Chief Commissioner observes that 103 new buildings in connection with Primary Schools were erected in the Province. Some were erected in each Circle, except the Chhattisgarh Circle, where no new building was constructed and only nine existing buildings were improved. The Commissioner, Berar, again draws attention to the hopeless overcrowding to be met with in most of the schools, particularly in the villages, and in regard to this Mr. Phillips agrees with him that, as it is only a question of capital expenditure, very substantial assistance should be arranged for from the accumulated balances of the District Boards; and the Chief Commissioner hopes to be able to notice a substantial progress in this direction when the next report comes to be dealt with. The necessary extensions and improvements to High School buildings are progressing satisfactorily, but the most urgent demand is now the provision and equipment of science laboratories in connection with the school-leaving certificate examination which has been sanctioned by the Government of India during the year. An expert officer has been deputed to ascertain the requirements of each school in this respect. With the exception of the Victoria College of Science, the Laboratory

of which has recently been completely equipped, the Collegiate buildings remain practically much the same as last year. But the removal of the Morris College to a better site, and the removal of the obstructing premises in front of the Hislop College, are well within sight. Administrative sanction has also been accorded to plans and estimates, amounting to Rs. 3,36,890, for the construction of buildings for the Government Arts and Training Colleges at Jubbulpore. Standard plans for hostels providing for the greater comfort of the inmates and for complete supervision by the staff have been prepared and have received the sanction of the Chief Commissioner.

8. As regards the staff and the improvement of their pay and prospects, much has been done during the year, but much more still remains to be done. In Secondary institutions the staff has been augmented wherever necessary, but a general revision is pending the orders of the Government of India on the scheme for the improvement of Secondary Education. In some of the districts the pay of Primary School Masters has been improved, but in many, notably in the Jubbulpore and Nerbudda Circles, very little has been done in that direction. In the Nerbudda Circle the improved pay has not been fully allowed for want of funds. It is hardly necessary to emphasise the truism that an adequate salary is essential to the attainment of an efficient and contented service, and the Chief Commissioner trusts that the matter will receive the early attention of all Commissioners concerned.

9. The results of all Collegiate Examinations were satisfactory, the successful candidates being 52 per cent of the whole as compared with 50 per cent in the preceding year. Particularly, Mr. Phillips is glad to notice that the Victoria College of Science has this time succeeded in regaining the ground lost in the previous year.

10. In connection with the courses of instruction, the principal administrative event was the sanction accorded by the Government of India to the long-pending scheme of the School Leaving Certificate Examination, the details of which are now being worked out. The curricula for Anglo-Vernacular, Vernacular Middle and Primary Schools, which were found to be unpopular, were subjected to careful examination and have been revised, but the effects of the change will take some time to manifest themselves, as new Text-books will have to be provided. The Colleges follow the courses prescribed by the Allahabad University. It is noticeable that there is a growing unwillingness on the part of the Central Provinces students to risk the uncertainties of the practical examinations held by that University in Science. The Chief Commissioner hopes that the satisfactory success in the B.Sc. examinations will re-assure the hesitating candidates. Experience of the past few years has shown the necessity of revising the rules of the Text-book Committee in the Central Provinces, and the revision has accordingly been made.

11. One of the noticeable features of the year was the increased attention paid to Physical Training in schools and colleges. The staff of Drill and Gymnastic Instructors was re-organised, their pay was placed on a more satisfactory footing, and their duties were definitely prescribed. Rules have also been issued for grants-in-aid to Athletic and Games Clubs attached to Schools and Colleges. Mr. Phillips is particularly pleased to notice the part taken by the European officials and non-officials at District Head-quarter stations in the games played by the boys.

12. It is a matter for regret that the progress of European education has not been at all commensurate with the encouragement afforded it in the past few years. European schools have been very liberally treated in the matter of grants from Provincial Revenues, and the report shows that the percentage of total cost contributed by Government in the Central Provinces was nearly double that in Bombay, and the actual cost per head was 30 per cent higher. But even with such liberal treatment the statistics indicate no improvement. The number of schools stands as in the previous year at 37, while there is a decrease of 7 in the number of scholars. The attendance continues to be unpunctual and

irregular, and in the matter of instruction the adherence to the "cram" system is still glaringly noticeable. There is indeed some excuse for this unsatisfactory state of affairs. In the first place it might be argued that enough time has not elapsed to allow the effects of the improvements inaugurated to become manifest, and in the second place the Sanawar Training School has up to date passed out only two of the Central Provinces candidates; but the ability of these men to take up the higher classes is still problematical. These matters should come right in course of time. But in order that they should do so it is essential that the domiciled European and Eurasian community should do more to second the efforts which are being made by Government on their behalf.

13. On the other hand, Muhammadan education shows satisfactory progress, and it is gratifying to find that the community is gradually awakening to its own interests, as is evidenced by the Muhammadan Conference which, under the presidency of Khan Bahadur Nawab M. Salamulla Khan, was held at Amraoti to consider the problems connected with the advancement of education among that community. Kazi Faizuddin of Malkapur has done great service by liberally helping poor Muhammadan students with scholarships. For its part the Administration has not been behindhand in meeting the reasonable requests of the community, and everything that can be suggested is being attempted to overcome the bar of poverty which stands in the way of Muhammadans in their pursuit of higher and University Education. The establishment of a Muhammadan High School in Berar has been sanctioned, and it is contemplated to open an Urdu Normal School in that Division. Separate schools of all grades below the University have also been established where a demand for them was found to exist. One of the Muhammadan candidates, Mr. Saiyid Faizuddin of Ellichpur, has been granted a State Technical Scholarship for the study of Leather Tanning in England.

14. Female education showed slow but steady progress. As compared with the previous year, the number of girls' schools increased from 275 to 303, and the number of pupils from 14,818 to 16,576. The demands of the residents of important villages for the establishment of new schools in their villages are very great, but here, as in the case of boys, it is difficult to meet these requirements to the full extent owing to financial exigencies. The Inspectress of Schools, however, apprehends a reaction if no encouragement is given. It is only by long and strenuous efforts that female education can be made popular. Even if the necessary funds were available, the paucity of qualified female teachers would still continue to be a strong barrier to further extensions. In spite of the efforts recently made and the inducements offered, the Female Normal Schools have not yet attained the desired measure of popularity. The Chief Commissioner would be glad to consider any proposals the Director may have to make to remove some of the technical difficulties met with in the administration of the provincialised girls' schools.

15. Everything necessary was done for the encouragement of Technical and Industrial Education in the Central Provinces, the details of which are enumerated in the report. It is a matter for regret that not one of the scholarships tenable at the Patna Medical School was taken up. This circumstance was apparently due to the unpopularity of the Hospital Assistant service owing to poor pay and prospects. The Government of India have, however, recently sanctioned some improvement in the pay and prospects of Hospital Assistants, and this it is hoped, together with other contemplated advantages, will in time restore the popularity of the service.

16. Breaches of discipline, due to participation by the teachers and students alike in political movements, were neither so numerous nor so culpable as in the past, and in all cases where any breach came to notice it was severely dealt with in accordance with the announced policy of Government.

17. The Chief Commissioner has much pleasure in acknowledging the services of the various officers mentioned by the Director, and he has noticed in particular the excellence of the reports submitted by Mr. Beadon and Miss Haes for their specially difficult charges. Mr. Hill's report shows clearly the

magnitude of the task before the Department and the difficulties in the way of rapid progress. But he may be congratulated on a year of steady advance. As public opinion recognises more clearly the supreme importance of educational work, there must be increasing dissatisfaction with the smallness of the results achieved in each year. But the work done has been on sound lines, and when the present financial obstacles can be removed, further and rapid progress is certain to follow.

ORDER.—Ordered that a copy of this Resolution be submitted to the Government of India, Home Department, also that a copy be forwarded to the Director of Public Instruction, Central Provinces, for information and guidance, and that it be published in the *Central Provinces Gazette.*

R. P. COLOMB,

Second Secretary to the Chief Commissioner,

Central Provinces.

Govt. Press, Nagpur :—No. 1671, Civil Sectt.—19-11-09—400.

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No. 553-S.

FROM

S. C. HILL, ESQ.,

DIRECTOR OF PUBLIC INSTRUCTION,

Central Provinces,

TO

THE SECRETARY TO THE HON'BLE THE CHIEF COMMISSIONER,

EDUCATION AND MEDICAL DEPARTMENT,

Central Provinces.

Nagpur, the 13th September 1909.

SIR,

I have the honour to submit the annual report on the state and progress of Education in the Central Provinces and Berar for the year 1908-09.

2. The following officers deserve particular mention for the excellent work they have done in the course of the year, *viz.*, Mr. Hesketh in connection with the final preparation of the European Code, Miss Haes, Mr. Beadon and Mr. Nizam-ud-din in connection with the Educational Section of the Nagpur Exhibition, Mr. Beckett in completing the equipment of the Science Laboratories, Mr. Evans in the administration of the very difficult Berar Circle, Messrs. Spence and Mitchell in connection with the revision of the Primary curriculum and elaboration of the new system for training Primary Teachers, Professor Sadashiva Jairam in dealing with vernacular and classical oriental literature.

The following teachers and inspecting officers are amongst those specially commended by the Inspectress or Inspectors of Schools:—

Miss Levi, Lady Superintendent, Female Normal School, Jubbulpore.
Miss Lima, Assistant Inspectress of Schools, Hindi Districts.
Messrs. Sheo Persad Pande, M. G. Joglekar and Madho Rao Kher, Deputy Inspectors of the Nagpur Circle.
Messrs. Hanuman Persad, K. R. Purohit and Babu Rao Sarvate, Deputy Inspectors of the Jubbulpore Circle.
Messrs. Amrit Lal, Jambhekar and Kanitkar, Deputy Inspectors of the Chhattisgarh Circle.
Messrs. Gulab Singh and Jailal Dube, Deputy Inspectors, Nerbudda Circle.
Mr. Lele, Deputy Inspector, Berar Circle.
Mr. Muhammad Khan, Head Master, High School, Hoshangabad.
Mr. Kanhaya Lal Guru, Head Master, High School, Saugor.
Mr. Raghubar Persad Dwivedi, Head Master, Hitkarni High School, Jubbulpore.

Two school-masters, *viz.*, Pandit Balkrishna Govind Bhate, Head Master of the Anglo-Vernacular School at Burhanpur, and Suryabhan Janji, Head Master of the Keli Weli School, Akola District, have been awarded the Kaisar-i-Hind medal of the 2nd class for public service. The latter gentleman and also Mr. P. Krishnaya, late Head Master of the Sironcha Middle School, and Mr. Raghunath Prasad, Head Master, Bankhedi School, Hoshangabad District, have been specially reported to me for the good work they have done in making known to the public the advantages offered by the Co-operative Credit Societies recently established by Government in the Central Provinces and Berar. In about one-third of these Co-operative Societies school-masters are acting as Secretaries or Accountants.

Similarly the Inspector-General of Civil Hospitals, without mentioning particular names, acknowledges the assistance given by school-masters in most of the districts in connection with vaccination. In reference to inoculation as a preventive against plague the school-masters of Betul and Raipur have set an excellent example to the public.

CHAPTER I.—GENERAL SUMMARY.

3 The report shows steady progress in all branches and a gradual increase in the number of institutions and pupils. It is true that the Law class attached to the Jubbulpore College and the Normal class attached to the Agricultural College have been abolished, but the former was wholly unnecessary and the latter will be replaced by what, it is hoped, will be a much more efficient training of teachers in Nature Study.

4. A few changes have taken place in the personnel and location of superior officers, and the Staff of the Department is stronger than it was at the beginning of the year, though it has not reached its full sanctioned strength and is far below what is required to provide for all the needs of the Province. As has always been the case, the relations of the Department with officers of other Departments have been satisfactory, and a gratifying aspect of the year is to be found in the increasing interest of non-official members of Local Bodies in educational work.

5. In the University Examinations the Colleges of the Central Provinces have had very fair success, but the High Schools have done very badly. As regards the future of our Colleges a disquieting element is the growing unwillingness of our students to risk the uncertainties of the practical examinations held by the University in Science. As regards the failure of the High Schools the usual complaints are made of inordinately stiff examinations, but these would not be an object of terror if boys' minds were fixed on their studies and their attendance in class were more regular and punctual. The real reason, I fear, is extremely bad work. I am addressing the Inspectors on the subject, but until the middle English Examination is re-established there is little chance of permanent improvement.

6. The wants of both Colleges and Schools in reference to buildings and equipment are receiving constant attention, but the amount of money required for these purposes is enormous, and its supply cannot be hoped for at once. A particularly heavy item which will shortly have to be met is the building and equipment of science Laboratories for High Schools.

7. In Middle and Primary Education the curricula, which have long been unpopular, have been revised, but the necessity of preparing new Text-books for Primary Schools will prevent the full extent of this change from being felt for some time. On the other hand, the sanction of the Government of India to a scheme for a School Leaving Certificate ought to improve greatly the teaching in our High Schools, and this should react upon the teaching in the Anglo-Vernacular Schools. If sanction is given to the new scheme for a Vernacular School Final Examination and for the co-ordination of Vernacular and English Education, our system ought soon to be complete. It will then provide every facility for boys going on to the University, and at the same time give a really practical education to those who are contented to follow the avocations, agricultural or industrial of their parents, without depriving them of the means of mental and moral culture.

8. Enough attention has not been paid in the past to the importance of regular attendance. The prescribed statistics do not give sufficient prominence to attendance as compared with enrolment, accordingly a good many paragraphs in the present report refer to this subject.

9. In Primary Education we are at present at a dead lock. We appear to have reached the limits of our local financial resources. New methods of extension must be sought for and help obtained from Provincial and Imperial revenues. The absence of final orders from the Government of India in reference to free primary education has rendered it impossible to deal with this subject properly.

10. Much attention has been paid to the improvement of the training of teachers. Some of our proposals are with the Government of India, others

have received the sanction of the Chief Commissioner. At any rate the principles upon which the new system is to be based have been decided; the working out of the details is only a matter of time and money.

11. Female Education shows steady progress, but here a great increase of expenditure appears inevitable. In other Provinces female schools are largely managed by the public, in the Central Provinces they have been mostly provincialized, and the public therefore expects that they should be provided with good buildings and full equipment, and that, though comparatively few in number and scattered widely over the Province, they should be subject to the most careful inspection. This latter implies very heavy work on the part of the Inspectress and her Assistants.

12. I regret that greater progress cannot be recorded in connection with European Education. The provision of well qualified teachers appears to be an insuperable difficulty. At present it seems that we are unable even to take full advantage of the conditional liberality of the Imperial Government.

13. Amongst Muhammadans progress is steady, but it is chiefly in the lower stages of instruction. The poverty of the Muhammadans must always be somewhat of a bar to their pursuit of higher and University Education, but everything that can be suggested to overcome this bar is being attempted, and separate schools of all grades below the University have been established wherever a real demand for them appears to exist.

14. So far reference has been made only to the intellectual side of education, but it will be seen also that Physical Training is receiving due attention and that discipline, which is of supreme importance in the making of good citizens, has by no means been neglected.

15. The most noteworthy events of the year were as follows:—

(1) Grant of two Kaisar-i-Hind medals to school-masters, *vide* paragraph 2.

(2) Establishment of the Victoria College of Science as a separate College, *vide* paragraph 40.

(3) Sanction to the standard plans for College and School Hostels, *vide* paragraphs 42 and 51 and sanction to standard plans and estimates for the building and equipment of science Laboratories, *vide* paragraph 46

(4) Revision of the curricula for Anglo-Vernacular, Middle Vernacular and Primary Schools, *vide* paragraphs 49 and 61.

(5) Revision of the Rules for prizes to masters and students for success in the Bombay School of Art Examinations, *vide* paragraphs 50 and 89.

(6) Selection for the first time of a Muhammadan candidate for the Government of India State Technical Scholarship, *vide* paragraph 80.

(7) Opening of the Amraoti Victoria Technical Institute, *vide* paragraph 82.

(8) Closing of the Normal Agricultural class, *vide* paragraph 85.

(9) Abolition of the Law classes at Jubbulpore, *vide* paragraph 87.

(10) Issue of new rules for the Amraoti Female Normal School, *vide* paragraph 101.

(11) Sanction by the Government of India of the new Code for European Schools in the Central Provinces and Berar, *vide* paragraph 117.

(12) Wide celebration of the King-Emperor's birthday, *vide* paragraph 129.

(13) Stricter enforcement of the rules prohibiting masters and pupils from engaging in political agitation, *vide* paragraphs 129 and 130.

(14) Improvement of the arrangements for teaching drill and gymnastics and for encouraging games, *vide* paragraph 133.

(15) Holding of several important Educational Conferences, *vide* paragraph 137.

(16) The Nagpur Exhibition, *vide* paragraph 138.

16. The general statistical summary for the preparation of maps called for by the Government of India (Home Department No. 7-Education—191, dated the 28th March 1895) will be found in Appendix A.

17. Comparative statistics of educational institutions :—

Class of Institutions.		1907-08.		1908-09.		Increase or decrease.		Percentage of increase or decrease.	
		Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils.
British Territories.									
Colleges	Arts	3	391	3	457	...	+77	...	+19·9
	Scientific and professional.	3	63	3	88	—1	+25	—20·3	+39·68
Secondary Schools	Boys	370	44,242	387	47,885	+17	+3,643	+4·59	+8·2
	Girls	35	2,135	38	2,363	+3	+228	+8·5	+10·5
Primary Schools	Boys	2,529	173,561	2,636	184,817	+107	+11,256	+4·2	+6·4
	Girls	249	12,693	275	14,244	+26	+1,551	+10·4	+12·2
Special Schools	...	16	748	17	864	+1	+116	+6·2	+15·5
	Total ...	3,205	233,813	3,358	250,708	+153	+16,895	+4·7	+7·2
B.—Private Institutions.									
Advanced	...	5	85	7	179	+2	+94	+40	+110·5
Other schools not conforming to Departmental standards.	Boys	3	73	1	88	—2	+15	—66·6	+20·5
	Girls	1	135	...	...	—1	—135	—100	—100
	Total ...	9	293	8	267	—1	—26	—11·1	—8·9
	Grand Total ...	3,214	234,106	3,366	250,975	+152	+16,869	+4·7	+7·2
C.—Institutions in Feudatory States.									
Secondary Schools	Boys	16	2,258	17	2,020	+1	—238	+6·2	—10·5
	Girls	...	...	...	...	...	...	...	
Primary Schools	Boys	248	21,210	250	22,940	+8	+1,730	+3·2	+8·1
	Girls	12	734	12	765	...	+31	...	+4·2
	Total ...	270	24,202	285	25,725	+0	+1,523	+3·2	+6·2
	Grand Total ...	3,490	258,308	3,651	276,700	+161	+18,392	+4·6	+7·1

18. The decrease in the number of professional colleges is due to the abolition of the Law Classes in Jubbulpore, which was effected in consequence of the paucity of students rendering it inadvisable to incur the extra expenditure required for the revised law course by the Allahabad University.

19. The percentage of scholars to children of school-going age in British territory has risen for boys from 23·7 to 25·3, for girls from 2·2 to 2·5; in the Feudatory States the percentage for boys has risen from 18·1 to 19·2 and for girls from 1·8 to 2·0. Taking the whole Province and boys and girls together, there has been an increase from 12·5 to 13·4, or nearly 1 per cent. For boys the greatest increase has been in the districts of Hoshangabad and Narsinghpur, for girls in Drug, Raipur and Narsinghpur.

20. The number of scholars in various stages of instruction shows a satisfactory increase in all stages except (for girls) in the Upper Primary stage of Middle Vernacular Schools where the number has fallen by 81. No explanation has been offered for this.

21. As regards race and creed the number of Gonds and other aborigines continues to show enormous advance, having increased by 50 per cent. during the course of the year. Muhammadans show only an increase of 11 per cent against a percentage of 6·20 per cent for non-Brahmin Hindus and 6·31 per cent for Brahmins.

22. The following abstract is taken from General Table IV to show the sources of expenditure in British territory :—

Sources of expenditure.	Total expenditure in		Increase or decrease by	Percentage to total expenditure.	
	1907-08.	1908-09.		1907-08.	1908-09.
	Rs.	Rs.	Rs.		
Provincial and Imperial Revenues ...	8,88,902	9,98,255	+1,09,353	37·11	35·66
District Funds	9,19,424	11,73,885	+2,54,461	38·38	41·93
Municipal Funds	1,64,738	1,58,209	—6,529	6·87	5·65
Fees	1,61,793	1,76,242	+14,449	6·76	6·29
Other sources	2,60,581	2,92,984	+32,403	10·88	10·47
Total ...	23,95,438	27,99,575	+4,04,137	100·00	100·00

The proportionate increase of expenditure from District Funds is very noticeable. In Feudatory States the expenditure has risen by over Rs. 13,000 from all sources.

NOTE.—In column 34 of General Table IV, the total expenditure from Provincial Funds is given as Rs. 9,68,255, whereas the Preliminary Statement drawn up by the Comptroller shows an expenditure of Rs. 15,83,983. The latter figure, however, contains a number of items which the Educational Returns do not show as expenditure from Provincial Funds. To compare the figures as shown in General Table IV, with the Comptroller's, it is necessary to take the totals given in columns 8, 9 and 23 and the expenditure on Direction, Inspection, Scholarships and Miscellaneous in column 34. These, *viz.*, Rs. 4,96,518, Rs. 50,394, Rs. 1,95,770, and Rs. 3,21,597, amount to Rs. 10,64,279. To this must be added Rs. 5,06,937, which is given by the Comptroller as the amount of Provincial contribution to Local Bodies, and also Rs. 13,583 the expenditure on the Agricultural College, which the Comptroller appears to have included, but which should be debited to the Agricultural Department. The sum of these is Rs. 15,83,949 or about Rs. 35 less than the expenditure calculated by the Comptroller. I may add that, until the accounts are kept by both the Comptroller and the Education Department under the same heading, exact correspondence will be very difficult of attainment. I should also point out that whereas the Comptroller calculates as Provincial expenditure all sums paid as contributions to Local Bodies; these Bodies, I understand, enter in their returns the amounts which they actually have spent, but which may be more or less than what they have received from Government.

CHAPTER II.—CONTROLLING AGENCIES.

23. I was in charge of the Directorship throughout the year. Mr. Candy was transferred from Berar to Jubbulpore in November 1908, his place being taken by Mr. Evans. Mr. Kilroe who had been appointed Inspector of Schools by the Secretary of State for India arrived in February 1909, and was posted as Joint Inspector of Schools, Jubbulpore. Mr. Beadon, Inspector of Schools, Nagpur, was on leave for three months and Mr. Nizam-ud-din Ahmad officiated for him. Miss Haes returned to duty in October 1908, Miss Bailey reverting to the Female Normal School, Amraoti.

24. *Collegiate staff.*—Mr. E. A. Macnee was appointed Professor in the Morris College and arrived in Nagpur in October 1908.

25. *Deputy Inspectors.*—Two Deputy Inspectors, *viz.*, Messrs. Paithanker and Bobde retired during the course of the year. The number of Deputy Inspectors in Berar has been increased by two. Sanction has also been obtained for a similar increase in Chhattisgarh, but the establishment of a full inspecting staff depends upon a reference made to the Government of India in regard to the general improvement of secondary education. The work of the Deputy Inspectors has been fairly good in the Central Provinces, and in most cases the Deputy Commissioners have placed their approval on record when forwarding the District reports. In Berar the Commissioner writes: "It is unsatisfactory to find that the amount of inspection by each Deputy Inspector is less than in the Central Provinces although schools are situated much closer together". I think this is due to the fact that the Berar Deputy Inspectors have not yet fully assimilated the Central Provinces system of ranges, but spend much valuable time on District Council office work at head-quarters.

EXTRA-DEPARTMENTAL AGENCIES.

26. *Deputy Commissioners.*—As in previous years the Deputy Commissioners have rendered every possible assistance to the Department.

27. *Tahsildars.*—All Inspecting officers, except the Inspector of Berar, speak well of the work done by Tahsildars, though in many cases the heavy duties caused by failure of crops prevented them from taking as much interest as usual in school work. In Berar the Commissioner has called the attention of the Deputy Commissioners to the matter.

28. *District Councils and Boards.*—The relations between these bodies and the officers of the Department have been thoroughly cordial. Mr. Beadon notes that in the *Nagpur* Circle they do not give much assistance to aided Institutions. This is probably due to the fact that the grant-in-aid rules are unsuitable to Primary Schools. Mr. Beadon also notices a tendency to raise the number of scholarships granted in English Schools. The Nagpur District Council has five English Middle Schools under its management. In the *Jubbulpore* Circle the District Councils are very short of funds and in Damoh Government has been requested to provincialize the Hatta Middle English School. In most of the districts the salaries of Primary School teachers have been raised. In the *Nerbudda* Circle District Councils have seriously tackled the question of increase of pay for Primary School-masters. In the *Chhattisgarh* Circle District

Councils have spent more on education than the amount officially ear-marked for that purpose, teachers' salaries have been raised in Bilaspur and Raipur and a similar rise has been sanctioned for Drug. In the *Berar* Circle District Boards have largely increased their expenditure on education, but, after all, their resources are limited and the establishment of a grant-in-aid system for Primary Schools will be a great relief.

29. *Municipalities.*—The English Schools managed by Municipalities in the *Nagpur* Circle continue to flourish, but the salaries in Middle Vernacular Schools are insufficient. A good piece of work has been done in this Circle in the appointment of Drawing Masters in Municipal Schools. The most serious defects are the lack of hostels and playing grounds. In the *Jubbulpore* Circle the Municipalities are short of funds. Repeated requests to provincialize the Anglo-Vernacular School at Damoh have had to be laid aside pending the completion of the general scheme for improving Secondary Education. In the *Nerbudda* Circle the High School, Khandwa, and a number of Anglo-Vernacular Schools are managed by Municipalities. Mr. Mitchell writes favourably on their management, hampered as it is by want of funds. In the *Chhattisgarh* Circle the Inspector reports that the management of Municipal Primary Schools is not as effective as that of District Council Primary Schools owing to the inefficient inspection of the schools by school-masters instead of Deputy Inspectors. In the *Berar* Circle the Inspector considers the expenditure of Municipalities on education inadequate. The supply of buildings and equipment is insufficient especially in the Muhammadan Schools. The teachers are badly paid and often inefficient.

Generally speaking there has been no friction worth mentioning between the Municipalities and the Department, and in most cases the relations have been absolutely satisfactory.

30 *School Committees.*—These are reported to be apathetic in Berar. In Chhattisgarh individual members show some interest in schools. In the *Nerbudda* and *Nagpur* Circles they appear to be extremely useful. In the *Jubbulpore* Circle the Committees are doing good work in all the districts, except Mandla.

31. *Local Board Members.*—The Inspectors of Nagpur and Jubbulpore specially commend some of the Local Board members for their interest in schools, but generally speaking these gentlemen are indifferent to educational work. The Commissioner of Nagpur recommends that Local Board members be invited to submit an annual note on the schools in their charge.

32. *Missions.*—Mr. Beadon draws attention to the good work done in the *Nagpur* Circle, "by the United Free Church of Scotland, the Roman Catholic, the Methodist Episcopalian and the Scotch Episcopalian Missions. These bodies manage between them, one College, 2 High Schools, 4 English Middle Schools and a large number of Vernacular Schools * * * the Deputy Inspector, Nagpur, reports that Primary Education would never have been within the reach of the low-caste people in Nagpur had the Reverend J. Douglas not devoted his energy to their welfare." In the *Jubbulpore* Circle the Missions continue to do good work, especially amongst the Gonds and aborigines. In the *Nerbudda* Circle there are several Missions at work, *viz.*, the Friends' Mission, the American Mission, the Methodist Episcopal Mission and the Swedish Mission. They manage between them two High Schools, several orphanages, a very successful Industrial School and a large number of Vernacular Schools. In *Chhattisgarh* Mission work is chiefly connected with Vernacular Schools, and there are very praiseworthy institutions for the blind at Rudri and for lepers at both Rudri and Chandkhuri. In *Berar* the Roman Catholic Missions are chiefly concerned with Vernacular Education of the low-castes, and similar work is carried on by the Free Church and Episcopal Missions. Exceptionally good work is reported from the Alliance Mission Industrial School at Akola, and the American Mission Industrial School at Yeotmal.

33. *Anjumans*—The chief Anjumans engaged in Educational work are those at Nagpur and Jubbulpore. The High School at Nagpur has been open for about one year only, that at Jubbulpore passed 3 students at the last Matriculation Examination.

34. *Sabhas.*—The Hitkarni Sabha maintains a fairly successful High School at Jubbulpore, the Head Master of which, Mr. Dwivedi, takes a very active part in all educational movements. The Sabha prepares candidates for the Calcutta Sanskrit Examinations. Similar work is done by the *Woodburn Sanskrit School Committee* at Mandla.

CHAPTER III.—COLLEGIATE EDUCATION.

35. *Examinations.*—The results of the University Examinations held in 1908 will be found in General Table No. VI. The following table shows the results of the Examination held in April 1909:—

	Intermediate Examination.		B. A. Examination.		B. Sc. Examination.	
	Candidates appeared.	Candidates passed.	Candidates appeared.	Candidates passed.	Candidates appeared.	Candidates passed.
Jubbulpore College ...	51	27	9	6	9	1
Hislop do. ...	80	30	17	7	...	...
Morris do. ...	59	31	18	6	...	...
Victoria College of Science ...	...	...	...	...	12	7

The success of the Victoria College of Science this year is very gratifying when one remembers the results of last year. I am sorry to hear that Nagpur students have become frightened of the Allahabad Science Practical Examinations, and hence, in the face of this excellent result, the admissions to the College are much smaller than we had a right to anticipate. So also the want of encouragement to pursue a post-graduate course in Science drives away Science graduates to the Law and other professions.

36. The following figures show the relative success of the Colleges and of students of different castes at the University Examination:—

Examination.	Number of candidates presented.	Number of candidates who passed.	Caste or creed of successful candidates.					
			European or Eurasian.	Native Christians.	Brahmins.	Non-Brahmin Hindus	Muhammadans.	Others.
M. A. Examination.								
Teacher	1	1	...	...	1	...	...	...
B. Sc. Examination.								
Students	21	8	...	...	8	...	...	...
B. A. Examination.								
Students	44	19	1	1	14	3	...	...
Teachers	...	4	...	...	3	...	1	...
Intermediate Examination.								
Students	190	88	1	3	69	11	4	...
Teachers	...	12	...	2	7	2	1	...

The comparative success of the Brahmin candidates in these examinations shows how difficult it is to obtain highly qualified candidates of other castes or religions for superior posts in Government service.

37. *Jubbulpore College.*—The College has suffered a serious loss in the transfer of Professor A. C. Dutt to Eastern Bengal and Assam. Mr T. V. Mone, M. A., has been appointed Professor of Mathematics in his place.. Mr. T. K. Buxy, Professor of Chemistry, was compelled to take leave owing to ill-health. The officiating post is still held by Mr. Desai.

The number of students on the rolls has risen from 122 to 154 and the average daily attendance from 88 to 124. The increase in numbers will soon necessitate increased accommodation and a stronger staff. The sanction of the Hon'ble the Chief Commissioner has been obtained to plans and estimates for a new college which will be a credit to the Province.

The number of students in the Boarding-house on the 31st March was 74 against 61 last year, but during the year it reached as high as 82. The institution of caste messes is steadily gaining ground.

The Athletic clubs and Essay club are in a flourishing condition, and it is hoped that the new rules regulating Government assistance in reference to funds will do much to improve the former. Professors Bernard and Shraoti took an active part in the encouragement of games.

Discipline is reported to have improved and the signs of political unrest which were visible in the beginning of the year have disappeared. As one of the students told the Principal " the boys are sick of politics ".

38. *Hislop College.*—The number of students enrolled rose from 137 to 163, the highest figure hitherto reached in the history of the College.

The conduct of the students has been good throughout the year, and the periodicals provided by the Department have been much appreciated by them.

An attempt is being made to complete the college building and the assistance of Government has been asked.

The two hostels are crowded and are nearly self-supporting.

39. *Morris College.*— The staff has been increased by the addition of two lecturers, one in Sanskrit and one in Law. Mr. Macnee arrived in the month of October and took over charge of the Professorship of English.

The number of students rose from 123 to 146 in the Arts classes and from 39 to 69 in the Law classes.

The number of students in the hostel was 48. In accordance with the rules of the University boys belonging to the High School were no longer admitted to the College Hostel.

The Principal reports a marked improvement in the discipline and tone of the students, but very little progress in the social aspects of College life.

The College has not yet been removed to its new site but the Hon'ble the Chief Commissioner has sanctioned the requisite plans and estimates.

40. *Victoria College of Science.*—This institution was known last year by the somewhat cumbersome title of the Science Laboratories attached to the Victoria Technical Institute. The number of students has risen from 16 to 21. Attendance was extremely good, many of the students being present at every lecture given during the year.

The fitting up of the Laboratories has been completed and they are now equipped up to the standard of the B. Sc. in Physics and of the M. Sc. in Chemistry. An electric installation is, however, badly wanted in the Physics Section.

A special scholarship, which will ultimately be awarded to students in Commercial Chemistry has been established by the generosity of Rao Bahadur N. K. Kelkar of Balaghat.

The College has been affiliated to the University of Allahabad up to the M. Sc. in Chemistry.

41. *St. Francis de Sales College.*—The question of affiliation to the University is still unsettled.

42. *Hostels.*—Standard plans for College Hostels have been prepared and approved by the Chief Commissioner. These plans have been so devised as to provide at once for greater comfort for the boys and for complete supervision by the staff.

43. *University of Allahabad.*—Under the instructions of the Chief Commissioner the attendance of Central Provinces Fellows of the University at the meetings of the Senate and Syndicate have been fairly regular. I attended the Syndicate and Senate meetings in August 1908 and January 1909.

CHAPTER IV.—SECONDARY EDUCATION.

(1) *English Schools.*

44. *University results.*—Two Matriculation Examinations were held during the year under report, the first in April 1908, the results of which will be found in General Table VI. Below are the results for the Examination held in March 1909, showing the success of the various High Schools in these provinces :—

(1) English Schools.

Serial No.	Name of School.	Number of candidates appeared in 1909.	Number of candidates passed in 1909.	Caste or creed of successful candidates.					
				Europeans or Eurasians.	Native Christians.	Brahmins.	Non-Brahmins.	Muhammadans.	Parsees.
	Entrance Examination.								
1	Saugor High School	30	20	...	..	4	13	3	...
1-A	Akola High School	26	10	...	...	5	3	2	...
2	Amraoti High School	65	10	...	...	7	1	2	...
3	C. M. S. High School, Harda ...	23	5	...	...	2	2	1	...
4	High School, Hoshangabad	57	15	...	...	10	5	...	...
5	High School, Khandwa	16	5	...	...	5	...	...	...
6	Hardwick Christian High School, Narsinghpur ...	10	1	1	...	...	...	...	...
7	St. Aloysius High School, Jubbulpore ...	1	1	...	1	...	...	...	...
8	Anjuman Islamia High School, Jubbulpore ...	31	3	...	...	...	3	...	...
9	C. M. S. High School, Jubbulpore ...	12	5	...	...	1	4	...	...
10	Kasturchand Hitcarni Sabha High School, Jubbulpore.	53	8	...	...	5	3	...	...
11	Model High School, Jubbulpore ..	13	6	...	...	2	3	1	...
12	Jagannath High School, Mandla ...	11	5	...	...	3	2	...	...
13	Mission High School, Seoni-Chhappara ...	12	6	...	1	1	4	...	...
14	Monro High School, Bhandara	12	3	...	...	2	1	...	...
15	Jubilee High School, Chanda	14	7	...	...	7	...	...	...
16	High School, Hinganghat	15	5	...	...	5	...	...	...
17	St. Francis de Sales School, Nagpur ...	15	5	2	2	...	...	...	1
18	United Free Church Institution, Nagpur ...	47	13	...	1	5	5	2	...
19	Rao Bahadur Bapurao Patwardhan High School, Nagpur.	17	4	...	...	4	...	...	...
20	Neil City High School, Nagpur ...	42	14	...	...	14	...	...	...
21	Craddock High School, Wardha ...	13	3	...	...	3	...	...	...
22	Bilaspur High School	17	3	...	...	2	1	...	...
23	Raipur High School	31	8	...	...	5	1	2	...
24	Raigarh Natwar High School	2	1	...	...	1	...	...	...
25	Kamptee High School	11	...	...	...	...	...	...	...
26	Private Candidates	7	3	...	1	...	2	...	...
	Total ...	603	169	3	6	93	53	13	1

The results are particularly poor for schools at Divisional Head-quarters. It is hard to find any satisfactory reason for this, and I can only ascribe it to the continuous diversion of the boys' minds from their studies by the morbid attraction of politics. Had the boys' minds not been so diverted, the poor attendance which will be mentioned later would certainly not have occurred. Such figures ought to convince parents of the serious danger to the future of their sons which lies in their own failure to protect them from noxious influences.

45. The table given in the previous paragraph shows also the relative success of students belonging to different castes. It is regrettable that the number of Muhammadans still remains so small. So far as success at the

examinations goes, the Brahmin students simply swamp all other communities. But the proportion of successful non-Brahmin Hindus is much greater in the Matriculation than in the higher examinations, thus showing that the efforts of Government to place education within their reach are beginning to bear fruit.

46. During the course of the year the sanction of the Government of India was obtained to the establishment of a School Leaving Certificate examination, but it will take some little time to work out the details and to provide Science Laboratories. The plans and estimates for such Laboratories and the estimates for their equipment which have been approved for the United Provinces have also, with some modifications, been adopted for the Central Provinces.

47. In the High School Scholarship Examination 83 out of 172 candidates were successful. It has now been decided that failure in this examination shall not debar boys from admission to High Schools, if they can pass the usual admission examination.

48. In the Middle School Examination, which is only a local name for the promotion examination to the High School, 1,307 boys passed out of 2,092 who appeared.

49. The curriculum for both Anglo-Vernacular and Middle Vernacular Schools has been revised and has received the sanction of the Chief Commissioner.

50. To encourage Drawing in schools (*vide* also paragraph 89) the rules governing the grant of prizes to masters and pupils have been revised in accordance with the new regulations of the Bombay School of Art. In Berar 21 drawing masters have been appointed to 23 Anglo-Vernacular Schools. The success of students at the last examinations is shown in General Table VI. The Inspector of Schools, Chhattisgarh, calls attention to the extraordinary success of the Raipur High School which passed more candidates for the 3rd grade than all the other schools in the Province taken together.

51. In regard to Hostels, standard plans for High and Anglo-Vernacular Schools have been approved. Hostel establishments have been sanctioned for the Raipur and Balaghat High Schools and also for the Narsinghpur, Yeotmal and Telegaon Anglo-Vernacular Schools.

52. As stated last year many of the High Schools need extension. Plans and estimates have been prepared and have also been sanctioned in the case of the Balaghat, Wardha, Chanda, Hoshangabad and Kamptee High Schools and the Drug Anglo-Vernacular School. Those for Saugor and Amraoti are still under consideration. The building for the Raipur High School is approaching completion. The provision of Science Laboratories has not yet been begun.

53. *Roll number and attendance.*—The following figures from a recent return which I prepared for the information of the Commissioners of Divisions are of interest :—

	Number of High Schools.	Boys in High Schools.	Percentage of attendance.	Number of Anglo-Vernacular Schools.	Boys in Anglo-Vernacular Schools.	Percentage of attendance.
Nagpur ...	12	2,366	74·59	18	1,278	72·69
Chhatisgarh ...	2	798	68·65	7	304	77·96
Jubbulpore ...	7	1,684	70·76	8	592	79·39
Nerbudda ...	4	1,036	83·59	12	1 576	81·02
Berar ...	2	526	76·23	26	4,227	76·36

These figures deal only with the Native High Schools in British Territory. The Nerbudda Division is the only Division in which the attendance can be considered satisfactory. Until proper attendance is enforced, whatever may be the ability of the boys, it is certain that the masters do not get from them all the work of which they are capable.

54. *Staff.*—The increase in the staff of High Schools has continued during the year, additions having been made in the High Schools of Chanda and Saugor, and the Anglo-Vernacular School at Malkapur. In the Narsinghpur School two posts on Rs. 25 were raised to Rs. 40. In all High and Normal Schools the pay of Gymnastic Masters has been placed on a scale rising from Rs. 15 to Rs. 25 and their work has been more strictly defined. I have long urged the appointment of clerks in High Schools to relieve the teachers of clerical and library work.

55. *Fees.*—The total amount of fees in Native High Schools has risen from Rs. 32,779 to Rs. 41,451 and in Anglo-Vernacular Middle Schools from Rs. 46,995 to Rs. 47,439.

(2) *Vernacular Schools.*

56. Statistics for the whole Province will be found in General Table III. Vernacular Middle Schools are, according to orders, included amongst Secondary Schools, but most of them are essentially Primary Schools and their working cannot be considered wholly apart. Mr. Crump, Commissioner of Jubbulpore, called my attention to the unsatisfactory attendance in Vernacular Schools. It was too late to obtain exact figures but the following may be taken as showing fairly accurately the percentage of attendance in each district :—

	Boys.	Girls.
Nagpur Circle—		
Nagpur	65·65	55·25
Bhandara	71·12	60·81
Chanda	71·22	88·74
Wardha	69·11	58·10
Balaghat	61·86	60·52
Chhattisgarh Circle—		
Raipur	71·44	73·17
Drug	68·36	73·05
Bilaspur	66·79	73·88
Jubbulpore Circle—		
Jubbulpore	63·93	60·38
Seoni	67·18	61·79
Mandla	65·17	60·84
Saugor	72·10	73·82
Damoh	70·01	64·07
Nerbudda Circle—		
Hoshangabad	67·49	64·03
Nimar	72·44	72·88
Narsinghpur	81·61	73·22
Chhindwara	65·85	62·13
Betul	72·89	67·74
Berar Circle—		
Amraoti	67·33	62·77
Akola	71·24	64·06
Buldana	72·52	70·75
Yeotmal	72·70	70·67

The chief interest of these figures lies in the fact that, other things being equal, they provide a test of the interest taken by Deputy Inspectors and, I may add, Tahsildars in the schools under their care.

57. *Fees.*—The figures for fees in District Council Middle Vernacular Schools are not available.

58. *Extension of Middle Vernacular Schools.*—More than half the Middle Vernacular Schools in the Provinces are to be found in Berar. In the Central Provinces their existence is generally precarious, whilst in Berar there are a large number of well-to-do agriculturists who wish for something more than a merely primary vernacular education. It is thus possible in Berar to enforce a higher standard (the 6th) for admission to Normal Schools than in the Central Provinces, where the 4th standard has been accepted. In remodelling our system of training primary school teachers, which involves the improvement of the Vernacular Middle Schools, it will therefore be necessary to examine very carefully into the present provision of these schools in the Central Provinces. It would appear that they have been allowed to spring up haphazard

without any regard to the real wants of the people or the interests of pre-existing schools. Mr. Crump has already suggested such an examination in the Nerbudda and Jubbulpore Divisions and the Deputy Commisioner of Narsinghpur, Mr. C. A. Clarke, has made in his covering letter to the Deputy Inspector's report, a most useful note for his own district.

59. *Vernacular School Final Examination.*—An examination of this kind has long been called for by the general public. This is now under discussion and a scheme for an examination which will serve as:—

(1) A certificate of completion of a sound vernacular education;
(2) A test for admission to the Normal Schools;
(3) A qualification for Government service in some of the lower paid appointments;

has since been presented to Government.

In Berar an informal examination is held at the conclusion of the 6th vernacular standard for candidates for the post of Patwari. No returns of this examination are submitted to the Department.

CHAPTER V.—PRIMARY EDUCATION.

60. *Preliminary.*—The question of free Primary Education has not yet been settled by the Government of India. In the absence of definite orders it is impossible to complete the scheme of Primary Education for these Provinces.

61. *Curriculum.*—This has been revised during the course of the year. The most important changes are (1) the substitution of subject for general readers; (2) the introduction of nature study based upon agriculture in place of the agricultural lessons.

It will take some time to prepare the necessary readers, but the new curriculum has been so arranged that no disturbance in the working of the schools is involved. Two teachers formerly in charge of the Normal Agricultural class have been appointed to the Jubbulpore and Nagpur Normal Schools to commence the training of teachers in Nature Study. Mr. R. G. Allan, Principal of the Agricultural College, has very kindly prepared a syllabus for the guidance of the Normal Schools. "Hints on teaching Patwari papers" have been translated into Hindi and Marathi, and are now being printed for circulation.

62. *Examinations.*—According to the old rules for the Primary Examination (*vide* Manual, Articles 161 and 162) children were forced to pass in all the compulsory subjects, 13 in number. This impossible requisition was abolished during the year and the children are now required to pass in 4 groups only. As a matter of fact, there was strong reason to suspect that the old rule was more honoured in the breach than in the observance and the examination results show that the change has not had much effect upon the proportion of passes. At the last examination there were 20,623 male and female candidates of whom 14,186 passed against 20,350 and 13,843 respectively in the previous year.

63. *Extension.*—The solution of the question of extension depends largely upon the orders of the Government of India regarding free and possibly compulsory Primary Education. In the meantime there is a general consensus of opinion:—

(*a*) That District Councils and Boards and also Municipalities are spending upon Primary Education all that they can afford, with due regard to other requirements;
(*b*) That the deficiencies of the existing Primary Schools need attention before we proceed to extension;
(*c*) That the supply of trained teachers for the present schools being insufficient, it is impossible to extend Primary Education on the same lines as those on which our present schools are conducted.

The Hon'ble Mr. Craddock in paragraph 9 of his resolution on the Educational report for 1906-07 stated definitely that the time had passed by for "a primitive type of village school in which the boys would be gathered together in some convenient shelter and the teacher would be a man contented with a

mere pittance." Accordingly the subject of extension was taken up in the Pachmarhi Conference in June 1908, and it was recommended that branch schools should be established. No definite orders, however, have yet been issued but Mr. Sly has, since the close of the year, put forward after discussion with the Inspector and myself certain proposals for a modification of the grant-in-aid system in the Berar Division. These are now under consideration.

64. *Buildings.*—In the *Nagpur* Circle 29 new buildings were erected during the course of the year, in the *Jubbulpore* Circle 24, in the *Nerbudda* Circle 34 and in the *Berar* Circle 16. In the *Chhattisgarh* Circle 9 buildings were improved.

65. *School Gardens.*—In the *Nagpur* Circle Bhandara District continues to take the lead in school gardens. All District Councils give prizes for these. In the *Jubbulpore* Division all the Seoni schools have gardens, the Jubbulpore, Saugor and Damoh schools have gardens where water is available. In the Mandla District school gardens are rare. In the *Nerbudda* Circle school gardens flourish in Hoshangabad, Narsinghpur and Chhindwara. The Head Master, Babai School, obtained a special prize for vegetables sent to the Nagpur Exhibition; seven schools in this Circle have experimental farms. In the *Chhattisgarh* Circle school gardens are increasing and with them the popularity of English vegetables. In *Berar* the rarity of school gardens is still ascribed to the difficulty of obtaining water.

In the course of my cold weather tours, I received general complaints as to the failure of the seeds obtained from the Maharaj Bagh. On consulting the Agricultural Department we came to the conclusion that this was probably due to improper handling of the seeds when being locally distributed, careless keeping of them before distribution, or planting at the wrong time. The Superintendent of the Garden has now kindly arranged to despatch seeds twice instead of once a year and has furnished me with short instructions to Deputy Inspectors and teachers how to make the best use of the seeds they receive.

66 *Village Libraries.*—The village libraries in Balaghat District continue to flourish.

67. *Expenditure.*—The following figures show the expenditure from different sources for 1907-08 and 1908-09, respectively:—

	1907-08.	1908-09.
	Rs.	Rs.
Provincial Revenues	1,31,305	1,51,783
District Funds	6,03,749	7,01,427
Municipal Funds	62,823	71,65[illegible]
Fees	29,635	3[illegible],705
Other sources	69,805	87,715
Total ...	8 97,368	10,43 291

or a total increase of Rs. 1,45,923. It is gratifying to notice that there is at last an increase from fees. The above figures, however, do not show the fee receipts from District Council Schools which are left in the hands of the Committees. The full figures for the different circles are:—

Circles.	Year 1907-08.	Year 1908-09.
	Rs.	Rs.
Nagpur	12,555	13,295
Jubbulpore	10,703	10,061
Nerbudda	8,934	9,479
Chhattisgarh	9,669	13,909
Berar	17,941	17,803

68. *Attendance.*—See paragraph 56 under Middle Vernacular Schools.

69. *Nagpur Circle.*—There has been a net increase of 14 schools and of 2,078 scholars. The Deputy Commissioner, Chanda, notices the prejudice against the admission of low-castes into schools of all kinds. In Bhandara a School Board has been established and is working well. The Deputy Commissioner speaks unfavourably of the quality of the teaching due to want of more trained teachers. In Balaghat Mr. Dewar remarks on the great success of the efforts made to increase the number of girls reading in the boys' schools. Similar efforts are being made in Bhandara.

70. *Jubbulpore Circle.*—There has been a net increase of 13 schools and of 1,300 scholars. The Commissioner comments very unfavourably on the attendance, *vide* paragraph 56 above. Of the Jubbulpore District he says:—

"My inspection of schools in the Jubbulpore District has convinced me that this low rate of attendance is not the result of the failure of the crops last year and the year before, but has been a marked feature of the schools for many years. Many of the boys shown as enrolled never attend at all, and it is a farce to regard them as under instruction. In one case even I have found the same boy enrolled in two separate schools." This criticism reflects somewhat strongly on the officers of the Department, and it is therefore only fair to say that since the transfer of Mr. Sharp there has not been, until quite recently, an Inspector in anything like permanent charge of the Circle. The Deputy Commissioner, Jubbulpore, considers that "the Education Department are inclined to set too fast a pace" in the extension of schools. The Deputy Commissioner, Saugor, calls attention to the bad attendance of boys allowed to read free and has instructed the School Committees to pay greater attention to seeing that the privilege is not abused. In Seoni a beginning has been made in providing village school-masters with quarters.

71. *Nerbudda Circle.*—There was a net increase of 3 schools and of 6 pupils. The Commissioner notes the high percentage of attendance in Narsinghpur and ascribes the low percentage in Hoshangabad and Betul to the keeping on the rolls of the names of habitual absentees. The great need of the Circle, in his opinion, is a separate Normal School. In this Circle, as in all others, progress is checked by want of funds. Mr. Blakesley, Deputy Commissioner, Hoshangabad, writes:—

"Except that I believe the system is borrowed from England I have never been able to understand why education, which seems to me a matter *par excellence* of national concern, should be mainly charged to local funds, and I see small chance of this subject (which is of vital importance to the next generation) receiving the attention it deserves until the cost of it is mainly borne by Imperial Funds and charged to Capital instead of Revenue Account, like any other investment the profits of which are not realisable at once".

72. *Chhattisgarh Circle.*—There has been a net increase of 48 schools and of 3,809 pupils. The Deputy Commissioner, Bilaspur, reports continued reluctance on the part of the people to receive education.

73. *Berar Circle.*—There has been a net increase of 38 schools and of 4,670 scholars. The Commissioner remarks upon the over-crowded school buildings, a defect which needs only capital expenditure. A more difficult question is the necessity of strengthening the staff and providing new schools to meet the increasing demand for education by all classes of people. This has been mentioned above in paragraph 63. Mr. Sly ascribes the lack of interest shown by school committees to ignorance of their duties, but such committees were provided for in the old Berar Code and must have been in existence long prior to the amalgamation of Berar with the Central Provinces.

74. *Municipal Branch Schools.*—Many officers have reported on the poor character of Municipal Branch Schools. Under standing orders these are inspected except in Berar by the Head and Assistant masters of the Local English Schools. All the Inspectors agree that there would be a greater prospect of improvement if they were placed under the Deputy Inspectors

whose work is mainly connected with the Vernacular and who have made a speciality of inspection work. I hope to obtain orders on this subject at an early date.

75. *Inspectors' Circles.*—A point of somewhat serious importance is that the number of Primary Schools is increasing so rapidly that it becomes more and more difficult for the Inspectors to have any personal knowledge of them. In the Central Provinces Circles it is possible for the Inspectors by careful arrangement of their tours to see them all once in 3 or 4 years, provided they themselves remain in the same Circle so long, but in Berar the Inspector states that it would take him 6 years. I attach the greatest importance to Educational Institutions of all grades coming, at not infrequent intervals, into touch with high Educational Officers, and I foresee a not very distant time when it will be necessary to divide Berar, if not the other circles, into two.

76. *School maps for Municipal areas.*—Copies of these have been received from the following Municipalities, *viz.*, Bhandara, Balaghat, Wardha, Dhamtari, Badnur, Sausar, Chanda, Nagpur and Raipur.

CHAPTER VI.—Training of Teachers.

77. As promised in the last Annual Report a general scheme for the training of Primary teachers has been prepared for consideration. A scheme for the establishment of a Training College at Jubbulpore has been submitted to the Government of India, and the plans and estimates for the necessary buildings have been sanctioned by the Local Administration.

78. The general statistics for Training and Normal Schools will be found in General Table III, and the Examination Results in General Table VI. The division into Upper and Lower in these tables refers to :—

(*a*) Collegiate and Secondary grade.

(*b*) Primary grades, first and second and Female Teachers' certificate.

For the former the only candidates are students from the Secondary department of the Jubbulpore Training Institution and some teachers and Deputy Inspectors who appear as private candidates, for the latter the candidates are —

(*a*) pupils of the Primary Department of the Jubbulpore Training Institution, the Amraoti Training School, the Male Normal Schools at Raipur and Nagpur and the Female Normal Schools at Jubbulpore and Amraoti,

(*b*) pupils in the Training classes attached to the Middle Vernacular Schools, and

(*c*) a small number of teachers who appear as private candidates.

These examinations are becoming more and more unwieldy, as may be judged by the fact that in April, 1909, 1,113 candidates appeared for the Primary grade Examinations for Male Teachers. Accommodation for and supervision of candidates are very difficult to provide.

79. At the end of the year there were 703 teachers certificated out of a total of 2,928 Secondary teachers and 1,923 teachers certificated out of a total of 5,495 Primary teachers.

CHAPTER VII.—Technical and Special Education.

80. *Scholarships.*—Under the orders of the Chief Commissioner the selection of candidates for State Technical scholarships was entrusted to a Committee. Before the formation of this Committee, Mr. C. S. B. Naidu was awarded a scholarship for the study of Textile Industries. In March the Committee recommended three candidates as worthy of scholarships. Of these Mr. Saiyid Faiz-ud-din of Ellichpur has been granted a scholarship for the study of Leather Tanning and Mr. Narke, M. A., a scholarship for the study of mining.

Four scholarships were given to students who joined the Victoria Jubilees Technical Institute, Bombay, in the Textile Department, and nine apprentice scholarships to students who joined the Kalabhawan, Baroda, or entered important workshops.

The arrangements for sending students to Sibpur have not yet been completed, owing to uncertainty as to the exact courses which will be prescribed for that institution.

81. *Practical Engineering Class, Jubbulpore.*—Four out of five candidates passed the promotion examination of the first year, 10 out of 12, the semi-final at the end of the second year and 6 out of 10, the final examination after a six months' course of practical training. No change has been made in this class this year, as the scheme for an Engineering School at Nagpur is still in embryo.

82. *Amraoti Victoria Technical Institute.*—The Industrial School at Amraoti has been merged in the Amraoti Victoria Technical Institute, which is now at work, though the equipment is not yet complete. The upper class of the Institute, now containing 17 students, is intended to train Mechanical Engineers who can obtain certificates under the Boiler Inspection Act. The lower class, containing 19 students, trains carpenters and fitters. I visited the Institute lately and was informed that the students were extremely enthusiastic.

83. *Reformatory School, Jubbulpore.*—This Institution submits a separate report.

84. *Mission Industrial Classes.*—These have been dealt with in paragraph 32.

85. *Agricultural College.*—The Normal Agricultural Class was abolished in December 1908. All the 19 students who appeared at the Final Examination were successful. In the Agricultural College itself 20 out of 26 passed the first year examination, 12 out of 14 the second year and all three candidates the third year examination. In the Malguzari Class 10 out of 12 students were successful.

The financial statement shows a total expenditure of Rs. 13,583.

86. *Forest and Police Schools.*—The Forest School at Balaghat and the Police School at Saugor do not submit returns to this Department.

87. *Law Classes.*—The Law Class at Jubbulpore was abolished at the close of the Session in September 1908, 14 out of the 20 candidates for the Previous Examination of the Allahabad University having passed. From the Morris College Law Classes 2 out of 4 passed the Allahabad LL. B. supplementary, 27 out of 32, the Previous Examination, and 3 out of 5 the LL. B. From the same College 1 out of 3 passed the Calcutta Previous Examination and 2 out of 4 the B. L. The results of the Morris College Law Classes are very satisfactory.

88. *Medical Scholarships.*—Five students were awarded scholarships at the Patna Medical School during the course of the year, but none of them joined. Two students were granted scholarships at the Grant Medical College, Bombay. Two Central Provinces students passed the Second L. M. S. Examination from the Medical College, Lahore.

89. *School of Art.*—The rules regarding rewards to masters and boys for passing the Bombay School of Art Examinations have been revised in accordance with the new rules of that Institution, more especially with a view to encouraging teachers to take the Drawing Teacher's Certificates. 412 out of 786 male candidates and 12 out of 18 female candidates passed the 1st grade Examination, and 122 out of 224 and 23 out of 51 male candidates passed the 2nd and 3rd grade Examinations, respectively.

CHAPTER VIII.—FEMALE EDUCATION.

90. The annual report has been prepared by Miss Haes, who returned to duty in October 1908. Miss Seitz, the Senior Assistant Inspectress, resigned

her post and was succeeded by Miss Collyer in February 1909. The appointment of a third Assistant Inspectress is under consideration. Drawing Masters were appointed to the two Government Normal Schools. Sixteen new Government Girls' Schools were opened, and the staff of others strengthened to meet the increased attendance.

91. The following is a summary of the statistics for Native Girls' Schools:—

	1907-08.		1908-09.	
	Number of Schools.	Number of Scholars.	Number of Schools.	Number of Scholars.
British Territory.				
Secondary Schools.				
Girls' Schools for Natives — High Schools	...	...	...	...
Girls' Schools for Natives — Middle Schools — English	3	155	3	155
Girls' Schools for Natives — Middle Schools — Vernacular	22	1,814	25	2,061
Total ...	25	1,969	28	2,216
Primary Schools.				
Do. ... Primary Schools	238	12,115	263	13,595
Grand Total ...	263	14,084	291	15,811
Native States.				
Secondary Schools.				
Do. ... High Schools	...	...	...	...
Do. ... Middle Schools — English	...	...	...	...
Do. ... Middle Schools — Vernacular	...	...	...	...
Total ...	...	...	...	...
Primary Schools.				
Do. ... Primary Schools	12	734	12	765
Grand Total for the British Territory and Native States.	275	14,818	303	16,576

	1907-08.	1908-09.
N. B.—Girls reading in Boys' Schools ...	7,739	8,642

92. The increase of girls in Boys' schools is specially noticed by the Inspector of the *Nerbudda* Circle, where hitherto parents have not been accustomed to allow their girls to attend such schools. In the *Chhattisgarh* Circle the Inspector notes that the proportion of girls in the Upper Primary stage to the total number in Boys' Schools is only 1 in 30, whereas for boys it is 1 in 10, thus showing that the education given to girls in these schools is only very elementary. Though this fact cannot be disputed, it must be remembered that it is the beginning of any progressive movement which is most difficult, and therefore there is no serious ground for discouragement.

93. *School Committees.*—School Committees are reported to be taking more interest in the work and at several places, notably Seoni, Malkapur, Bhandara, Kareli, Gadarwara, Singhpur, Kandeli and Champa ladies have attended inspections and prize distributions. If the Assistant Inspectresses had more time to talk with people interested in education it is possible that Ladies' Committees could be formed in every town and large village.

94. *Municipal and District Councils.*—Municipal and District Councils are doing more than formerly in posting men whose wives are teachers to suitable appointments.

95. *Missions and Zenanas.*—It has not been found possible to collect exact information regarding the industrial work done in Zenanas and unaided Mission Institutions, but it appears that there are about 400 women and girls in Zenanas learning reading and writing, and about 150 more who learn arithmetic also. In Industrial Schools and unaided orphanages there are about 250 literate girls learning household work and sewing of various kinds, and about 100 learning to read and write besides doing industrial work. In one school near Hoshangabad basket work and *newar* weaving is done, and at Khamgaon the girls make their own *saris* and do field work.

96. The work in Anjuman Schools and in village Mission Schools is not very satisfactory owing to lack of qualified teachers.

97. *Secondary Schools.*—The number of Anglo-Vernacular Schools and of Middle Vernacular Schools is the same as last year, but experimental fifth classes have been established in a few places and seem to promise success. The chief obstacle appears to be the difficulty of providing boarding accommodation for big girls. At the Kareli School in the Narsinghpur District a boarding-house is managed by the school-mistress. In many Middle Schools under Missionaries the girls are taught English colloquially. Training classes are attached to 11 of these schools.

98. *Primary Schools.*—As regards Primary Schools the demand is ever increasing, but it would appear as if the provincialization of girls' schools generally has destroyed much of the former private initiative in the starting of new schools. Miss Haes suggests the payment of grants-in-aid by District Boards, or the appointment of separate teachers in boys' schools where the number of girls is large. This would be a cheaper method than opening new Government Schools and probably a better guide as to the places in which a real demand for female education exists.

99. Attendance in Primary Schools is still very unsatisfactory. This is of course largely due to circumstances, but in many of the schools there is nothing like a sufficient staff for the enrolled number, and even if the girls attend they cannot be taught. Miss Haes does not attach any great importance to the explanation of bad attendance as being due to the want of female teachers, though on the other hand she considers one female teacher to be necessary in each school to teach singing and needle-work.

100. Nine schools have been provided with buildings during the year and 66 are still without them.

Training of Female Teachers.

101. *Amraoti Female Normal School.*—The number on the roll has increased from 14 to 22. Of these 12 girls come from Amraoti, 4 from Akola and 6 from Nagpur. The poor examination results are ascribed to unavoidable changes in the staff.

An excellent hostel has been constructed and everything necessary to the comfort of the boarders has been provided, besides concessions of all kinds to encourage men, especially teachers, to send their wives, but the public generally seems to be ignorant of these advantages though the Inspectress is doing her best to bring them to the notice of every one concerned.

102. *Jubbulpore Female Normal School.*—In this school the number of pupils fell to 21. As at Amraoti the greater number, *viz.*, 12 came from a single district, *i. e.*, Narsinghpur, the remaining 9 are divided amongst 7 districts.

103. *Training Classes.*—Of the three Training Classes under public management only one, *viz.*, Khurai, sent up candidates for the Female Teachers' Certificate Examination. From the Training Classes attached to Mission Middle Vernacular Schools less than one-fourth of the candidates sent up to the same examination managed to pass. Miss Haes has a very poor opinion of these Training Classes and would willingly abolish all of them, substituting aided Mission Normal Schools at Jubbulpore and Bilaspur. The United Free Church Mission is contemplating such a school at Poona for Marathi teachers.

104. Both the Normal Schools are now sending up students for the Primary grade, 2nd class, instead of the Female Teachers' Certificate, and two pupils of the Jubbulpore Female Normal School, who were allowed to appear at the High School Scholarship Examination as an experiment, were successful.

105. The results of the Certificate Examination for 1908 were as follows :—

	Female Teachers' Certificate.		Primary grade, 2nd class.		Primary grade, 1st class.		1st grade Bombay School of Arts.	
	Pre-sented.	Passed.	Pre-sented.	Passed.	Pre-sented.	Passed.	Pre-sented.	Passed.
Female Normal School, Amraoti ...	1	1	...	...	...	..	16	10
Do. do. Jubbulpore ...	6	3	4	4	...	...	2	2
3 Government Training Classes ...	2	1	...	...	...	...	...	...
10 Mission do. ...	56	11	40	13	2	...	...	...
Private students	5	...	8	1	...	...	...	...

One candidate was presented for the Collegiate Grade Certificate and passed.

106. Of the 377 teachers in Government Girls' Schools there are 63 male and 98 female certificated teachers, and 104 male and 112 female uncertificated teachers.

107. *Technical and Industrial Education.*—This subject has already been treated under the work of Missions, *vide* paragraph 32. The aided Industrial School at Nagpur under the United Free Church Mission may, however, be mentioned separately. In this there are 37 girls learning various kinds of needle-work.

108. *General.*—Miss Haes' report is an extremely interesting one, but I have not space to deal with various suggestions she makes for improved administration. These will probably form the subject of separate reference.

CHAPTER IX.—EUROPEAN EDUCATION.

109. Mr. Hesketh was in charge of the European Schools throughout the year.

110. The statistics for European Schools will be found in the subsidiary tables and need no remark, but it is a rather striking fact that barely 9 per cent of the boys and 3 per cent of the girls ever reach the High School standard.

111. The average attendance is reported to be 86·6 per cent, but the figure returned for the average monthly roll number seems to bear no relation to the number on the rolls at the beginning or the end of the year, so that this figure cannot be correct unless parents take off their children's names for a considerable portion of the year. The Inspector is enquiring into the matter.

112. The total cost of each pupil and the proportion paid from different sources are as follows :—

	Rs.	a.	p.
Provincial funds	32	7	0
Municipal „	2	9	0
Fees	19	7	0
Subscriptions	2	8	0
Endowments	16	7	0
Total ...	74	8	0

The percentage contributed by Government in the Central Provinces is nearly double that in Bombay and the actual sum per head is about 30 per cent higher. The Inspector accordingly considers that the Central Provinces schools cannot complain of illiberal treatment, that they should do more in the way of self-support and, especially, that they should be more strict in the collection of fees. The attention of Managers has been called to this last point.

113. Considerable improvements have been made in buildings and equipment.

114. As regards staff I regret to say that the difficulties in the way of obtaining properly qualified teachers continue absolutely unabated. The Sanawar Training School must certainly improve the quality of the students sent there, but rigid agreements as to the terms of employment of trained students will have to be enforced to prevent disputes about the amount of pay they are to receive. It is also doubtful whether Sanawar turns out teachers qualified to teach the highest classes. The difficulty of obtaining qualified teachers both male and female seems to be greatest in the Protestant Schools, but in the Central Provinces this difficulty is accentuated by the low number of pupils who pass on to the highest standard. Without a good supply of these, even the general education necessary for a teacher is wanting, and teachers must be obtained from other Provinces, naturally on a higher pay than they would accept nearer home. Various remedies have been proposed, but none appear to me to be in the slightest degree practical or practicable except the taking over of all, or at least all Protestant, schools by Government.

115. The following table shows the results of the Scholarship and Certificate Examinations for 1908:—

	High.		Middle.		Primary.	
	Number of candidates.	Passed.	Number of candidates.	Passed.	Number of candidates.	Scholars selected.
Boys.						
Bishop's High School, Nagpur.	2	2	2	1	4	1
St. Francis deSales School, Nagpur.	1	...	14	10	11	4
St. Aloysius School, Jubbulpore.	3	2	8	7	5	...
Christ Church Boys' School, Jubbulpore.	3	1	6	...	3	...
Girls.						
Convent School, Kamptee ...	5	1	3	1	...	..
Christ Church Girls' School, Jubbulpore.	3	1	3	3	4	...
Convent School, Jubbulpore...	2	1	6	2	5	1
Bishop's School, Nagpur ...	...	...	2	...	1	...
Convent School, Nagpur ..	...	...	4	1	2	1
Do, Amraoti ...	...	...	4	...	...	...
Do., Saugor ...	...	...	...	...	2	1

The scholarships were distributed between boys and girls as follows:—

	Boys.	Girls.
Primary	5	3
Middle	3	2
High	1	1

The results of the examinations were much worse for girls than for boys. Mr. Hesketh ascribes this to the tendency of the girls to study on wrong lines, *i. e.*, to learn things by heart rather than to try to understand them.

116. Generally speaking the Inspector notes a slight improvement in the schools. He points out that the expenditure of Rs. 40,000 on buildings and Rs. 3,000 on furniture, denotes anxiety for improvement. The fact that of Rs. 19,000 contributed by the Managers for buildings Rs. 17,300 comes from the Managers of Catholic Schools "is a striking instance of the efforts which the Roman Catholic Church is making in the cause of European Education."

117. In the course of the year the final sanction of the Government of India was received to the new Code, but during the long wait for sanction so many minor changes have been effected that it has not yet been possible to print the Code for circulation. The final draft is now being printed for submission to the Local Administration.

CHAPTER X.—MUHAMMADAN EDUCATION.

118. The following figures give the statistics of pupils in the various stages of education :—

	1907-08.						1908-09.					
	Central Provinces.			Berar.			Central Provinces.			Berar.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13
Colleges	21	...	21	...	...	...	24	...	24	...	...	...
High Schools	209	...	209	32	...	32	265	...	265	53	...	53
English Middle Schools ...	956	...	956	461	...	461	1,087	1	1,088	483	...	483
Vernacular Middle Schools ...	1,802	30	1,832	1,515	37	1,552	2,167	32	2,199	1,571	...	1,571
Primary Schools ...	9,066	595	9,661	6,742	1,323	8,065	9,310	868	10,178	7,805	1,804	9,609
Training Schools ...	18	1	19	13	7	20	22	1	23	13	...	13
Engineering and Surveying ...	...	...	...	...	...	...	1	...	1	...	...	...
Industrial Schools ...	1	...	1	...	...	...	1	...	1	6	...	6
Other Special Schools ...	12	...	12	...	...	...	12	...	12	...	...	...
Elementary Schools ...	...	...	...	65	9	74	17	...	17	43	...	43
Total ..	12,085	626	12,711	8,828	1,376	10,204	12,916	902	13,808	9,974	1,804	11,778

The above figures show a very satisfactory increase for the whole Province of 1,967 boys and 704 girls, the increase in both cases being greater in Berar than in the Central Provinces.

119. During the year 13 Muhammadan boys passed the Matriculation and 4 the Intermediate, but none passed the B. A. or B. Sc.

120. Amongst the candidates for the Government of India State Technical Scholarships were several Muhammandans, and Sayid Faiz-ud-din of Ellichpur, who was one of those selected by the Committee last March for recommendation to the Chief Commissioner, has since been awarded a scholarship by the Government of India.

121. In all parts of the Provinces education appears to have excited greater interest than in previous years amongst Muhammadans. The Commissioner of the *Nagpur* Division writes: "Muhammadans number some 8 per cent of the total number of pupils and cannot therefore be considered to be backward in respect of Primary Education. It is in the higher stages that they are behind the average. The Anjuman High School at Nagpur has made a promising start and the demand for Urdu Branch Schools is being met where possible," and Mr. Beadon, the Inspector says: "Urdu Branches were established at Hinganghat, Katol and Arvi. In Chanda District 2 Urdu Primary Schools were opened. Khan Bahadur H. M. Malak has done and is doing much in Nagpur." In the *Chhattisgarh* Circle the number of Muhammadan girls receiving education has more than doubled. In the *Jubbulpore* Division the numbers are increasing in all stages of education. The Mandla Municipality contemplates attaching special masters to the Branch School to teach Urdu. There are three Anjumans in the Jubbulpore Division—Jubbulpore, Murwara and Damoh—the first of which maintains a High School and the other two Primary Schools. In the *Nerbudda* Circle the Inspector describes the Muhammadan community as being by no means a backward one. In *Berar* there has been an increase of 15 per cent in the number of pupils, and the long expressed desire of the people for a Muhammadan High School

has been at last complied with. The Commissioner has recommended the raising of the 2nd grade Anglo-Urdu School at Ellichpur to the 1st grade. The staff in the Anglo-Urdu classes at Akot, Basim, Balapur, Karanja, Malkapur has been increased, and a 3rd class started, and the same has been done in the District Board School at Darwah. Proposals are being submitted to Government for an adequate supply of scholarships to the above schools, whilst a good deal is done by private persons, notably Kazi Faizuddin of Malkapur, to assist poor students. In the same Circle shortly after the conclusion of the year a very important Muhammadan Educational Conference was held at Amraoti under the presidency of Nawab Salim-ullah-khan of Deulghat. The Commissioner mentions: "the extraordinary movement in favour of education amongst Muhammadans .....the recent Berar Muhammadan Educational Conference held at Amraoti was a signal instance of this movement, large sums being subscribed for the advancement of Muhammadan education."

122. In the Jubbulpore Division some objection is made by Muhammadans to the education of girls, on the ground that they are not allowed to be taught the Koran. There appears to be some misunderstanding on this head as to the attitude of Government in regard to religious instruction in schools. Owing to the difficulty of meeting the wishes of all sects or religions, Government cannot provide for this officially, but there is, so far as I know, no objection to private persons providing it themselves so long as they do so without compelling the children of unwilling parents to attend the teaching, and so long as the arrangements made do not interfere with secular instruction and are not objectionable to people of other religions. I may mention that there are now 5 new Government Urdu Schools for girls in the Province and there are 4 Muhammadan girls drawing special scholarships in the Jubbulpore Female Normal School.

123. Out of 990 officers employed in the Educational Service of these Provinces as teachers, inspecting officers and clerks in Educational offices, 111 are Muhammadans.

CHAPTER XI.—ABORIGINES.

124. In the *Nagpur* Circle there has been an increase of about 500 low-castes and 107 aborigines. In the *Jubbulpore* Circle there has been an apparent decrease in the number of aborigines owing to misclassification last year. Two Chamar boys are reading in one of the High Schools. In the *Nerbudda* Circle there appears to have been a decrease in the number of low-caste children, but 290 Gond boys and 10 Gond girls have been admitted. In the *Chhattisgarh* Circle the increase in the number of aborigines has been very great, but the number of low-castes has diminished. In the *Berar* Circle there has been an increase in the number of aborigines in all districts except Yeotmal, and the same holds good of low-castes. The decrease in this district is ascribed to local scarcity. Both Missionaries and Revenue officers are reported to be giving much assistance in furthering the education of the low-castes.

125. The general prejudice, which exists against the admission of low-caste boys into schools, shows no signs of abatement.

CHAPTER XII.—FEUDATORY STATES.

126. The report submitted by the Agency Inspector Pandit Ganpat Lal Choube deals with the 14 Chhattisgarh Feudatory States. Of these *Khairagarh, Kanker* and *Jashpur* have one Deputy Inspector each, *Bastar* has 3, *Udaipur* and *Sirguja* 2 each, *Nandgaon, Chhuikhadan* and *Kawardha* share one Deputy Inspector between them and so do *Raigarh* and *Sarangarh*. The States of *Korea, Changbhakar* and *Sakti* have no Deputy Inspector.

Taking all the States together there has been an increase of 9 schools and of 1,537 pupils. The percentage of attendance for schools of all classes has risen very slightly.

As in British territory the demand for English education appears to be growing and 1 new High School and 2 Anglo-Vernacular Schools were opened during the year.

As regards female education the number of schools remains the same as last year, but the number of pupils has risen from 734 to 765, and there are 1,758 girls reading in boys' schools.

127. Besides the above States in Chhattisgarh, there is the Feudatory State of *Makrai* in the Nerbudda Circle. The schools of this State are 6 in number, with 301 scholars. Of the 13 masters only 4 are certificated. The schools are inspected by the Deputy Inspector in charge of the Harda Range.

128. *The Rajkumar College, Raipur.*—This is the most important institution connected with the Feudatory States, inasmuch as it is primarily intended for the benefit of their rulers, though admission is also given to young Chiefs from Bengal and from Eastern Bengal and Assam. During the year the College was at first under the Principalship of Mr. French, who was disabled by a serious accident which ultimately resulted in his untimely and much lamented death. Mr. Oswell returned to his duties in November, the College having been in the meantime partly under the honorary supervision of Mr. Williamson, Inspector of Schools, and partly of the First Assistant, Mr. Banerjee. The number on the rolls is now 26 and the progress and discipline of the boys throughout the year has, on the whole, been satisfactory. The University of Allahabad has accepted the Final Examination of the School as equivalent to the Matriculation.

CHAPTER XIII.—Discipline and Moral Training.

129. As mentioned above, the political atmosphere in the Colleges appears to be distinctly clearer, and the same may be said about schools generally. A sign of the times is the increasing enthusiasm with which the King-Emperor's birthday is celebrated in schools of all grades. In the *Nagpur* Circle the celebration was made in practically all the High and Middle Schools and in a very large number of Primary Schools as well. In the *Jubbulpore* Circle the day was celebrated with great enthusiasm at the Anjuman High School, the Saugor High School and the Anglo-Vernacular Schools at Murwara, Damoh, Hatta and Seoni. Primary Schools in this Circle, except the Branch Schools in Saugor and Damoh towns, appear to have taken but little part. In the *Nerbudda* Division the Inspector reports that all the schools celebrated the day. In the *Chhattisgarh* Circle a holiday was granted, but no effort at celebrating the day was made except by the Head Master of the Normal School and the Head Master of the Drug Anglo-Vernacular School. In *Berar* 653 out of 856 schools celebrated the day in one way or other, and other schools would doubtless have followed this example if they had not been closed for plague. Unfortunately one or two ill-advised persons marred the auspicious occasion by seditious speeches which necessitated severe punishment.

Generally speaking I agree with the Commissioner of Nagpur that people have begun to recognize the fixed determination of Government "to enforce the responsibility of Head Masters and Managers for seeing that their charges comply with the regulations on the subject of participation in political agitation". This has been brought about by the dismissal of some masters and the reduction or transfer of others, together with a purging of school committees and rustication or expulsion of the worst cases amongst the boys. From one school, the Committee of which proved recalcitrant, the Government and Municipal grants were withdrawn. In the Berar Circle the Commissioner caused general instructions to be issued prohibiting boys from attending private clubs, and from collecting money for the *Mushti* Fund. Mr. Sly writes "I believe that these measures have been welcomed by the majority of parents and by many school-masters. The schools have not yet been fully purged from participation in political agitation, but the improvement during the past year has been considerable."

130. As a general measure a new article has been added to the grant-in-aid rules requiring the Managers of Aided Schools to give, as a condition of the grant, a guarantee of good behaviour on the part of teachers and boys in regard to politics.

131. I wish to say in this place that the Missionaries belonging to American, Swedish and other foreign nationalities have always rendered loyal assistance to the Department in trying to eradicate the seditious taint.

132. Nothing need be added to what was said last year about Hostels and the Prefect System.

CHAPTER XIV.—PHYSICAL TRAINING.

133. The main events of the year were :—

(1) The reorganization of the staff of Drill and Gymnastic Masters, who have now been placed on a uniform pay of Rs. 15 to Rs. 25, and the definition of their duties in regard to the schools to which they are attached.

(2) The issue of rules for grants-in-aid to athletic and games clubs attached to schools and colleges.

(3) The sanction of the Chief Commissioner to the printing of an English edition of *Deshi Kasrat*. All that now remains to be done is to provide the necessary illustrations.

134. As this subject has not received much attention in previous reports I asked for fuller details this year. The Inspector, *Nagpur* Circle, reports that cricket is becoming more popular, and the appointment of drill-masters has an immediate and visible effect upon the athletics of a school. It is hoped that 4 or 5 districts will be represented at the next Balaghat fair. As regards native games *lon-pati* and *kho-kho* are played, and wrestling is not uncommon, being especially good in Chanda. The boys of the Mission School in Chanda have received a particularly good training in combined English and Indian wrestling by the Reverend Mr. Wood. In the *Jubbulpore* Circle besides *Deshi Kasrat*, Drill and Gymnastics, wrestling is occasionally indulged in, but not *Lathi-play* except at Seoni-Chappara. Amongst native games are *doo-doo*, *kho*, and *tuatal*. Hockey, foot-ball, cricket and tennis are played in almost all Anglo-Vernacular Schools. Tournaments were held in all districts. At the tournament held by the Field Games Association in Jubbulpore the Fuller-Monro Challenge Shield was won by the Anjuman High School. In the *Nerbudda* Circle the Bandrabhan tournament was not held this year owing to teachers and boys being sent down to the Nagpur Exhibition. In the *Chhattisgarh* Circle athletics is limited to *Deshi Kasrat* in the schools and occasional wrestling in the village tournaments. I am somewhat disappointed to find how little interest Government masters take in athletics in this Circle for I am told that many of the boys who join in the Station Hockey are quite good players, though apt possibly to be a little excitable and so to forget the rules. In *Berar* physical training is somewhat inferior. In Board Schools only *kasrat* is attempted. For a long time Berar boys have been accustomed to attend private *akharas* where wrestling, Indian club exercises and lathi-play were practised. Unfortunately these were found to have assumed a quasi-policital aspect and attendance at them has been prohibited. The Inspector reports that many Head Masters of Anglo-Vernacular Schools are now asking for covered gymnasia. These might be useful in the rains, but I doubt if in the present dearth of money the expense is justifiable.

135. It is pleasant to find that at a large number of District head-quarter stations European officials and non-officials join regularly in playing cricket, hockey and foot-ball with the school boys.

CHAPTER XV.—CONFERENCES.

136. The Inspector of Schools, *Nagpur*, makes no mention of Conferences held during the year under report. In the *Jubbulpore* Circle a Circle Conference and several smaller conferences were held. In the *Nerbudda* Circle the Circle Conference was omitted as it would have clashed with the Nagpur Exhibition, but minor conferences of teachers were held at various places. In *Chhattisgarh* a Circle Conference was held at Raipur, but only two teachers' conferences were held by the Deputy Inspectors. In *Berar* the Circle Conference was held at Akola and sub-conferences at various places.

137. Apart from the above I attended a number of conferences on important subjects. These were—(1) A Provincial Committee held in the month of May at Jubbulpore and presided over by Mr. Fox-Strangways to discuss—.

(*a*) the improvement of Secondary Education;
(*b*) general educational policy;
(*c*) the establishment of a Training College;
(*d*) the prospects of the Provincial Service.

(2) A conference with Messes. Candy, Spence and Evans to prepare an improved scheme for the training of Primary teachers. This also was held at Jubbulpore in May.

(3) A conference with Messrs. Mitchell and Spence at Pachmarhi in June to draw up a new curriculum for Primary, Middle Vernacular and Anglo-Vernacular Schools.

(4) The annual conference between the Commissioners and Director, (Messrs. Spence and Mitchell also attending) to consider the institution of a School final examination and the improvement of Secondary Education.

NAGPUR EXHIBITION.

138. A very interesting portion of the Nagpur Exhibition was the Educational Exhibit, to which articles were sent from schools in all parts of India. One gold medal, 6 silver medals and 29 bronze medals were awarded to exhibits from the Central Provinces Boys' schools and 1 gold medal, 5 silver medals and 6 bronze medals were awarded to girls or girls' schools. Of the Boys' schools the Normal School, Nagpur, obtained three awards, the Training Institution, Jubbulpore, and the Akola High School two each, no other school obtained more than one.

In order to encourage school-masters and boys to visit the Exhibition, Government allowed travelling and daily allowance to a limited number of masters and boys, to whom the Exhibition Committee kindly gave free passes. A few local bodies followed the example set by Government.

CHAPTER XVI.—TEXT-BOOK COMMITTEE.

139. Proposals for the reorganisation of the Text-Book Committee were submitted during the course of the year. These are still under consideration.

140. The following table shows the work of each Committee :—

	Arrears on 1st April 1908.	Books received during 1908-09.	Books disposed of during 1908-09.
Nagpur Central Text-book Committee	114	27	128
Nagpur Sub-Text-book Committee	222	32	17
Jubbulpore Sub-Text-book Committee	2	30	27
Berar Text-book Committee	7	3	5
Total ...	345	92	177

141. One hundred and ninety books were sent to the Preliminary Examiners. Of these *all* were returned with the necessary criticisms and handed on to the Committees, except 33 which were rejected by me on the Preliminary Examiner's reports. Of the books sent to me by the publishers, I rejected one at once, as it was a mere waste of time to consult the Preliminary Examiners upon it.

142. *Book Depôts.*—In the *Nagpur* Circle Messrs. Naval Kisore have a branch book depôt at Nagpur, the District Councils have their own depôts managed by the Deputy Inspectors in Bhandara and Chanda. In Balaghat and Wardha the book depôts belong to private persons. In the *Jubbulpore* Circle Messrs. Naval Kishore have a book depôt at Jubbulpore. There are private book depôts at Saugor and Seoni. In Damoh and Mandla there are book depôts in the offices of the Deputy Inspectors. Most of the Anglo-Vernacular Schools outside Jubbulpore have attached book depôts. In the *Nerbudda* Circle there is in the Hoshangabad District a licensed book vendor for each tahsil. In Betul a single licensed vendor at head-quarters supplies the whole district. In Chhindwara the District Council supplies schools by means of sub-depôts. The arrangements in other districts are not mentioned. In the *Chhattisgarh* Circle, Raipur and Drug are supplied by Central book depôts belonging to Messrs. Naval Kishore. Raipur has also 4 District

Council sub-depôts. In Bilaspur there is a private one at head-quarters which is not wholly satisfactory and 3 District Council sub-depôts. In the *Berar* Circle there is the Central Government book depôt at Badnera, the net profits of which amounted to Rs. 3,163. There are also 37 Branch book depôts attached to Anglo-Vernacular or Board Schools. The Central book depôt is inspected by the Inspector and its accounts audited by the Local Auditor. The Branch book depôts are supposed to be inspected by Deputy Inspectors, but there were ten which had not been inspected by the end of the year.

143. The Feudatory States receive their supply of books from Messrs. Naval Kisore's depôt at Raipur. The Agency Inspector is the only officer who has made any complaint against the efficiency of this firm.

I have the honour to be,

Sir,

Your most obedient Servant,

S. C. HILL,

Director of Public Instruction,

Central Provinces.

EDUCATION—GENERAL TABLE I.

Abstract Return of Colleges, Schools and Scholars in the Central Provinces and Berar at the end of the official year 1908-09.

(FOR DETAILS SEE GENERAL TABLE III.)

Area and population.				Public Institutions.							Private Institutions.		Grand Total.	Percentage of.
				Collegiate Education.		School Education, General.		School Education, Special.						
Total area in square miles.	Number of towns *and villages.	Population.	Institutions and scholars.	Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other Special Schools.	Total of Public Institutions.	Advanced.	Elementary.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
99,220·82	Towns. British Territory ... 102	Males. British Territory ... 5,991,382	Institutions. For Males ...	3	2	404	2,892	6	9	3,316	7	1	3,324	7·3
30,953·00	Towns. Native States ... 11	Males. Native States ... 802,450												Institutions to number of towns and villages.
			For Females ...	...	...	38	287	2	...	327	...	...	327	·7
130,173·82 Total	Towns. Total ... 113	Males. Total ... 6,793,832	Total ...	3	2	442	3,179	8	9	3,643	7	1	3,651	8·
British Territory	Villages. British Territory 37,198	Females. British Territory ... 6,149,319	Scholars. Males ...	457	88	49,710	199,526	415	406	250,602	176	88	250,866	24·6 Male scholars to male population of school-going age.†
Native States	Villages. Native States ... 8,210	Females. Native States ... 815,872												
			Females ...	...	...	2,558	23,230	43	...	25,831	3	...	25,834	2·4 Female scholars to female population of school-going age.‡
	Total ... 45,408	Total ... 6,965,191												
	GRAND TOTAL ... 45,521	GRAND TOTAL ... 13,759,023	Total ...	457	88	52,268	222,756	458	406	276,433	179	88	276,700	13·4

NOTE.—For the purposes of columns 1, 2 and 3 the statistics of the Census of 1901 should be utilized, subject to the modifications enumerated below.

*A town contains 5,000 inhabitants or upwards. A village contains less than 5,000 inhabitants. A Municipality or a Cantonment, whatever its population, should be entered as a town.

†The population of school-going age is taken at 15 per cent of the whole population.

‡The population of Native or Feudatory States and Political Agencies should not be shown execpt in the case of those provinces where the schools of the States in question come under the supervision and control of the Education Department and the footnote should specify what addition or deduction is made in this respect.

Abstract Return of Expenditure on Public Instruction in the

	Total Direct Expenditure on Public Instruction.§						
	Collegiate Education.		School Education, General.		School Education, Special.		TOTAL.
	Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other Special Schools.	
1	2	3	4	5	6	7	8
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1. Institutions ... For Males ...	93,499	19,173	6,56,345	9,50,750	58,480	61,660	18,39,907
For Females ...	...	...	51,733	1,41,938	17,104	...	2,10,775
Total ...	93,499	19,173	7,08,078	10,92,688	75,584	61,660	20,50,682
2. (*a*) Percentages* of Provincial Expenditure included in columns 2—17 to Total Provincial Expenditure on Public Instruction.	4·89	1·57	26·95	15·20	5·88	2·84	58·95
(*b*) Percentages* of District Fund Expenditure included in columns 2—17 to Total District Fund Expenditure on Public Instruction.	...	...	14·50	59·74	...	...	74·26
(*c*) Percentages * of Municipal Expenditure included in columns 2—17 to Total Municipal Expenditure on Public Instruction.	·94	...	31·50	45·29	...	·82	78·56
(*d*) Percentages of Total Expenditure in columns 2—17 to Total Expenditure on Public Instruction.	3·22	·66	24·59	37·73	2·62	2·48	70·82
AVERAGE ANNUAL COST† OF EDUCATING EACH PUPIL IN—	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Government Institution. Cost to Provincial Revenues ...	170 4 8	276 2 9	20 9 10	7 9 11	166 13 2	292 1 1	19 10 9
Cost to District and Municipal Funds.	...	...	0 13 8	0 0 11	0 0 0	0 0 0	0 12 3
Total Cost ...	260 8 2	334 5 10	26 13 4	7 10 7	167 3 1	292 1 1	23 0 8
District Fund Schools. Cost to Provincial Revenues ...	...	...	...	...	...	...	...
Cost to District Funds ...	...	...	6 4 6	4 13 8	...	...	5 1 4
Total Cost ..	...	...	6 4 6	4 13 8	...	...	5 1 4
Municipal Schools. Cost to Provincial Revenues ...	...	...	4 6 3	1 1 7	...	...	2 0 0
Cost to Municipal Funds ...	...	...	6 0 9	4 13 7	...	...	4 13 1
Total Cost ...	...	...	13 10 10	5 5 4	...	...	7 10 3
Institutions in Feudatory States. Cost to Native State Revenues ...	...	...	6 14 9	1 6 0	...	..	1 0 9
Cost to District and Municipal Funds.	...	...	2 6 0	0 10 4	...	...	0 12 11
Total Cost ...	...	...	9 13 0	2 3 6	...	...	2 13 6
Aided Institutions. Cost to Provincial Revenues ...	82 14 9	...	11 0 2	3 13 11	...	22 14 10	8 1 5
Cost to District and Municipal Funds.	5 1 10	...	0 15 10	0 11 3	...	4 3 5	0 14 7
Total Cost ...	191 1 2	...	32 10 1	11 8 9	...	129 6 2	22 10 4
Unaided Institutions ... Total Cost ...	...	...	15 12 8	2 14 7	32 6 1	23 8 7	4 0 4
All nstitutions. Cost to Provincial Revenues ...	111 11 5	276 2 9	5 5 8	0 11 5	166 13 2	74 10 1	2 3 7
Cost to District and Municipal Funds.	5 1 10	...	4 9 6	3 15 1	...	4 3 5	3 6 9
Total Cost ...	213 15 3	336 7 0	13 14 5	5 2 1	161 2 6	151 13 11	7 12 1

ERAL TABLE II.

Central Provinces and Berar for the official year 1908-09.

Total Indirect expenditure on Public Instruction.§									
University.	Direction.	Inspection.	Scholarships.	Buildings.	Special grants for furniture and apparatus.	Miscellaneous.	Total.	Total expenditure on Public Instruction.	Remarks.
9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
...	50,235	1,83,211	50,687	3,56,294	60,427	72,582	7,73,436	26,13,343	
...	...	21,563	3,556	27,654	4,187	14,633	71,593	2,82,368	
...	50,235	2,04,774	54,243	3,83,948	64,614	87,215	8,45,029	28,95,711	
...	5·93	18·96	3·22	6·77	2·05	4·98	41·05	100	
...	...	·35	1·10	20·73	2·33	1·17	25·74	100	
...	...	...	1·24	15·67	2·38	2·13	21·44	100	
...	1·73	7·07	1·87	13·25	2·22	3·01	29·18	100	

* The percentages required for 2 (*a*), 2 (*b*), 2 (*c*) are to be calculated from the figures given in columns 34, 35, 36, respectively, of General Table IV.

† The annual cost is calculated on the *direct* expenditure only. The average cost of educating each pupil is obtained by dividing the direct expenditure by the average monthly number on the rolls during the year.

‡ The average cost of each pupil in District Fund and Municipal Schools is to be obtained from the figures given in General Table VII.

§ Fractions of a rupee should be omitted except in the columns showing the average annual cost of educating each pupil.

Return of Colleges, Schools and Scholars in the

Class of Institutions.	Public					
					Under Public	
	Managed by Government.				Managed by District	
	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.
1	2	3	4	5	6	7
ARTS COLLEGES.						
COLLEGIATE EDUCATION. — English	1	154	144	124	...	...
Oriental	...	...	...	...	...	...
COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.						
Law	1	69	39	29	...	...
Medicine	...	...	...	...	...	...
Engineering	...	...	...	...	...	...
B. Sc. Class	1	19	18	14	..	...
Agriculture	...	...	...	...	...	...
Total	3	242	201	167	...	...
SECONDARY SCHOOLS.						
SCHOOL EDUCATION, GENERAL. — For Boys — High Schools	10	1,304	1,105	912	3	174
For Boys — Middle Schools — English	36	6,001	5,549	4,526	29	3,281
For Boys — Middle Schools — Vernacular	1	107	97	81	235	31,225
For Girls — High Schools	...	..	...	...	...	...
For Girls — Middle Schools — English	...	...	...	...	...	...
For Girls — Middle Schools — Vernacular	9	823	785	536	...	...
Total	56	8,235	7,536	6,055	267	34,680
PRIMARY SCHOOLS.						
For Boys	9	930	864	656	2,302	166,765
For Girls	191	10,365	9,857	6,803	1	26
Total	200	11,295	10,721	7,459	2,303	166,791
SCHOOLS FOR SPECIAL INSTRUCTION.						
SCHOOL EDUCATION, SPECIAL. — Training Schools for Masters	5	336	400	380	...	...
Training Schools for Mistresses	2	43	48	43	...	...
Schools of Art	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...
Engineering and Surveying Schools	1	16	18	16	...	...
Industrial Schools	...	..	...	...	...	...
Commercial Schools	...	...	...	...	...	...
Agricultural Schools	...	...	..	...	...	...
Other Schools, Reformatory	1	61	55	50	...	...
Total	9	516	521	489	...	...
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION.	268	20,288	18,979	14,170	2,570	201,471

Central Provinces and Berar for the official year 1908-09.

Institutions.									
Management.						Under Private Management.			
or Municipal Boards.		Maintained by Native States.				Aided by Government or by District Municipal Boards.			
Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
8	9	10	11	12	13	14	15	16	17
...	...	...	...	..	...	2	303	293	237
...	...	...	..	...	...	...	...	...	...
...	...	...	...	...	...	...	...	..	...
...	...	...	...	...	...	...	..	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	..	...	...	...	...	...	...	...
...	...	...	...	...	...	2	303	293	237
159	113	3	35	34	28	16	1,103	1,084	855
3,061	2,572	7	392	397	274	32	2,413	2,467	1,988
30,058	22,653	7	1,593	1,557	1,185	17	1,806	1,896	1,486
...	...	...	...	...	...	4	16	18	16
...	...	...	...	..	...	9	286	278	245
...	...	...	...	...	...	16	1,238	1,207	1,034
33,278	25,348	17	2,020	1,988	1,487	94	6,852	6,950	5,624
160,628	116,434	256	22,940	21,492	15,660	150	11,198	10,423	7,788
11	9	12	765	723	513	65	3,316	3,033	2,130
160,639	116,443	268	23,705	22,215	16,173	215	14,514	13,456	9,918
...	...	..	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	..	...	...	...	...
...	...	...	...	...	...	...	...	.	...
...	...	...	...	...	...	6	311	307	259
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	6	311	307	259
193,917	141,791	285	25,725	24,203	17,660	317	21,990	21,006	16,040

Return of Colleges, Schools and Scholars in the Central Provinces

Class of Institutions.	Public Institutions.—(*Concld.*) Under Private Management.—*Concld.* Unaided. Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Grand Total of Public Institutions.	Grand Total of Scholars on the 31st March.	Number of Scholars on the 31st of March learning. English.	Classical Vernacular Languages, &c.	
	18	19	20	21	22	23	24	25	26
ARTS COLLEGES.									
Collegiate Education. English ...	...	...	...	...	3	457	457	260	105
Collegiate Education. Oriental ...	...	...	...	...	...	...	...	...	...
COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.									
Collegiate Education. Law ...	...	...	...	...	1	69	69	...	...
Collegiate Education. Medicine ...	...	...	...	...	...	...	...	...	...
Collegiate Education. Engineering ...	...	...	...	...	...	...	...	...	...
Collegiate Education. B. Sc. Class ...	...	...	...	...	1	19	19	...	...
Collegiate Education. Agriculture ...	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	5	545	545	260	105
SECONDARY SCHOOLS.									
School Education, General. For Boys ... High Schools ...	2	45	51	45	34	2,661	2,661	1,814	950
School Education, General. For Boys ... Middle Schools. English ...	3	335	305	261	107	12,422	10,827	446	12,246
School Education, General. For Boys ... Middle Schools. Vernacular ...	3	91	91	64	263	34,822	28	...	34,821
School Education, General. For Girls ... High Schools ...	...	...	...	...	4	16	16	16	..
School Education, General. For Girls ... Middle Schools. English ...	...	...	..	...	9	286	286	131	160
School Education, General. For Girls ... Middle Schools. Vernacular ...	...	..	...	...	25	2,061	..	...	2,061
Total ...	8	471	447	370	442	52,268	13,818	2,407	50,238
PRIMARY SCHOOLS.									
School Education, General. For Boys ...	175	5,924	5,260	3,621	2,892	207,757	1,065	221	207,513
School Education, General. For Girls ...	18	527	495	343	287	14,999	639	47	14,401
Total ...	193	6,451	5,755	3,964	3,179	222,756	1,704	268	221,914
SCHOOLS FOR SPECIAL INSTRUCTION.									
School Education, Special. Training Schools for Masters ...	1	19	21	18	6	415	88	68	295
School Education, Special. Training Schools for Mistresses ...	...	...	...	...	2	43	2	...	41
School Education, Special. Schools of Art ...	...	...	...	...	...	...	...	...	...
School Education, Special. Law Schools ...	...	...	...	...	...	...	...	...	...
School Education, Special. Medical Schools ...	...	...	...	...	...	...	...	...	...
School Education, Special. Engineering and Surveying Schools ...	...	...	...	...	1	16	16	...	...
School Education, Special. Industrial Schools ...	1	18	26	21	7	329	65	...	164
School Education, Special. Commercial Schools ...	...	...	..	...	...	...	...	...	...
School Education, Special. Agricultural Schools ...	...	...	...	...	...	...	...	...	...
School Education, Special. Other Schools, Reformatory ...	..	..	...	...	1	61	...	...	61
Total ...	2	37	47	39	17	864	171	68	663
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION.	203	6,959	6,249	4,373	3,643	276,423	16,238	3,003	272,920
PRIVATE INSTITUTIONS. 1.—Advanced, Teaching—									
(*a*) Arabic or Persian ...	...	...	...	...	...	*17	...	17	...
(*b*) Sanskrit ...	3	61	55	41	3	61	...	61	...
(*c*) Any other Oriental Classic ...	...	...	...	...	...	...	...	...	...
2.—Elementary, teaching a Vernacular only or mainly. For Boys.	2	61	56	42	2	...	...	...	61
2.—Elementary, teaching a Vernacular only or mainly. „ Girls.	...	...	...	..	...	61	...	40	...
3.—Elementary, teaching the Koran. For Boys.	2	40	36	28	2	40	...	...	...
3.—Elementary, teaching the Koran. „ Girls.	...	...	...	...	...	...	...	...	...
4.—Other Schools not conforming to Departmental Standards. For Boys.	1	88	100	82	1	88	27	...	61
4.—Other Schools not conforming to Departmental Standards. „ Girls.	...	...	...	...	...	...	...	...	...
Total ...	8	250	247	193	8	267	27	118	122
GRAND TOTAL ...	211	7,209	6,496	4,566	3,651	276,700	16,265	3,121	273,042

and Berar for the official year 1908-09.—(Concld.)

Classification of Scholars on the 31st March according to Race or Creed.									Number of girls in Boys' School.	Number of boys in Girls' School.	Remarks.
Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Budhists.	Parsis.	Gonds and other aborigines.	Others.			
		Brahmins.	Non-Brahmins.								
27	28	29	30	31	32	33	34	35	36	37	38
15	2	313	104	21	...	2	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
2	...	51	12	3	...	1	...	...	...	...	One Law Class, Jubbulpore, closed.
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
...	17	2	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
17	19	366	116	24	...	3	...	...	...	...	
62	81	1,419	747	318	4	20	...	10	4	...	
182	333	4,265	5,836	1,570	47	33	25	131	18	...	
...	874	4,543	23,880	3,740	524	...	386	876	219	...	
16	...	...	...	...	...	...	...	...	...	...	
124	152	1	2	1	...	5	...	1	...	...	
...	983	328	681	30	24	...	...	15	...	46	
384	2,423	10,555	31,146	5,659	599	58	411	1,033	241	46	
276	985	18,738	142,890	17,364	1,061	107	13,665	12,671	8,436	...	
608	486	2,452	8,136	2,423	385	31	146	332	...	205	
884	1,471	21,190	151,026	19,787	1,446	138	13,811	13,003	8,436	205	
...	26	125	222	35	...	...	1	6	...	...	
...	6	12	23	1	...	...	1	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
...	...	8	7	1	...	...	...	...	...	...	
65	212	25	16	7	...	...	...	4	...	...	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
...	1	5	38	12	...	...	...	5	...	...	
65	245	175	305	56	...	...	2	15	...	...	
1,350	4,158	32,286	182,594	25,526	2,045	199	14,224	14,051	8,677	251	
...	...	...	...	17	...	...	...	...	...	...	* Private advanced teaching.
...	...	61	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	5	3	...	...	...	53	3	...	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	40	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
...	88	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
...	88	61	5	60	...	...	...	53	3	...	
1,350	4,246	32,347	182,599	25,586	2,045	199	14,224	14,104	8,680	251	

EDUCATION—GENERAL TABLE III-A.

Number of scholars on the 31st March classified according to Sex, Race, or Creed, for the official year 1908-09.

Class of Institutions.		Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Budhists.	Parsis.	Gonds and other aborigines.	Others.
				Brahmins.	Non-Brahmins.					
COLLEGIATE EDUCATION.										
ARTS COLLEGES.										
English	Male	15	2	313	104	21	...	2	...	...
	Female	...	...	...	...	...	...	...	...	...
Oriental	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
COLLEGE FOR PROFESSIONAL TRAINING.										
Law	Male	2	...	51	12	3	...	1	...	...
	Female	...	...	...	...	...	...	...	...	...
Medicine	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
Engineering	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
B. Sc. Class	Male	...	17	2	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	..	...
Agriculture	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	..
		17	19	366	116	24	...	3	...	...
SCHOOL EDUCATION—GENERAL.										
SECONDARY SCHOOL.										
High Schools	Male	58	81	1,419	747	318	4	20	...	10
	Female	4	...	...	...	...	...	...	...	...
Middle Schools—										
English	Male	168	333	4,261	5,836	1,570	47	33	25	131
	Female	14	...	4	...	...	...	...	...	...
Vernacular	Male	...	872	4,500	23,715	3,737	524	...	386	869
	Female	...	2	42	165	3	...	...	...	7
For Girls.										
High Schools	Male	...	...	...	...	...	...	...	...	...
	Female	16	...	...	...	...	...	...	...	...
Middle Schools—										
English	Male	...	...	...	...	...	...	...	...	...
	Female	124	152	1	2	1	...	5	...	1
Vernacular	Male	...	13	...	22	1	...	...	...	10
	Female	...	970	328	659	29	24	...	...	5
	Total	384	2,423	10,555	31,146	5,659	599	58	411	1,033
PRIMARY SCHOOLS.										
For Boys	Male	256	933	18,272	136,029	17,114	1,046	107	12,731	11,933
	Female	20	52	466	5,961	250	15	...	934	738
For Girls	Male	164	3	11	22	1	...	4	..	...
	Female	444	483	2,441	8,114	2,422	385	27	146	332
	Total	884	1,471	21,190	151,026	19,787	1,446	138	13,811	13,003

EDUCATION—GENERAL TABLE III-A.

Number of scholars on the 31st March classified according to Sex, Race, or Creed, for the official year 1908-09.—(Concld.)

Class of Institutions.		Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Budhists.	Parsis.	Gonds and other aborigines.	Others.
				Brahmins.	Non-Brahmins.					
SCHOOL EDUCATION—SPECIAL.										
SCHOOL FOR SPECIAL INSTRUCTION.										
Training Schools ...	Male	..	26	125	222	35	...	...	1	6
	Female	...	6	12	23	1	...	...	1	...
Schools of Art	Male	...	...	...	—	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
Law Schools ...	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
Medical Schools ...	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
Engineering and Surveying Schools.	Male	...	...	8	7	1	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
Industrial Schools...	Male	65	212	25	16	7	...	...	...	4
	Female	...	...	...	...	...	...	...	...	...
Other Schools, Reformatory	Male	...	1	5	38	12	...	...	...	5
	Female	...	...	...	...	...	...	...	...	...
Total		65	245	175	306	56	...	...	2	15
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION.		1,350	4,158	32,286	182,594	25,526	2,045	199	14,224	14,051
PRIVATE INSTITUTIONS.										
1. Advanced Teaching—										
(*a*) Arabic or Persian	Male	...	...	...	...	17	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
(*b*) Sanskrit ...	Male	...	...	61	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
(*c*) Any other Oriental Classics...	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
2. Elementary teaching a Vernacular only or mainly—										
For Boys ...	Male	..	...	...	2	3	...	...	...	53
	Female	...	...	..	3	...	...	...	...	...
For Girls...	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
3. Elementary Teaching—the Koran only.										
For Boys ...	Male	...	...	...	...	40	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
For Girls ...	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
Other Schools not conforming to Departmental standards.										
For Boys ...	Male	...	88	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
For Girls ...	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	..	...	...	...
TOTAL OF PRIVATE INSTITUTIONS		...	88	61	5	60	...	...	...	53
GRAND TOTAL		1,350	4,246	32,347	182,599	25,586	2,045	199	14,224	14,104

Return of Expenditure on Public Instruction in the Central

Object of Expenditure	Public						
	Under Public						
	Managed by Government.						
	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	2	3	4	5	6	7	8
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
ARTS COLLEGES.							
Collegiate Education, General. — English	24,522	...	...	9,572	...	3,420	37,514
Collegiate Education, General. — Oriental	...	...	...	...	...	...	...
Colleges or Departments of Colleges for Professional Training.							
Law	4,000	...	...	3,045	...	...	7,045
Medicine	...	...	...	...	...	...	...
Engineering	...	...	...	...	...	...	...
B. Sc. Class	11,742	...	...	386	...	...	12,128
Agriculture	...	...	...	...	...	...	...
Total	40,264	...	...	13,003	...	3,420	56,687
SECONDARY SCHOOLS.							
School Education, General. — For Boys — High Schools	47,246	...	3,740	18,750	68	383	70 187
For Boys — Middle Schools — English	99,501	20	1,952	15,610	5,111	202	1,22,396
For Boys — Middle Schools — Vernacular	2,322	...	...	...	...	...	2,322
For Girls — High Schools	...	...	...	...	...	...	...
For Girls — Middle Schools — English	...	...	...	...	...	...	...
For Girls — Middle Schools — Vernacular	6,306	...	...	..	1,016	...	7,322
Total	1,55,375	20	5,692	34,360	6,195	585	2,02,227
PRIMARY SCHOOLS.							
For Boys	9,800	...	50	288	...	...	10,138
For Girls	71,914	...	...	...	167	...	72,081
Total	81,714	...	50	288	167	...	82,219
SCHOOLS FOR SPECIAL INSTRUCTION.							
School Education, Special. — Training Schools for Masters	57,633	...	...	...	..	167	57,800
Training Schools for Mistresses	17,104	...	...	...	...	...	17,104
School of Arts	...	...	...	...	..	...	..
Law Schools	...	...	...	...	...	...	...
Medical Schools	...	...	...	...	.	...	..
Engineering and Surveying Schools	5,042	...	...	...	...	...	5,042
Industrial Schools	...	...	..	...	...	...	...
Commercial Schools	...	...	...	...	...	...	...
Agricultural Schools	...	...	...	...	...	...	...
Other Schools, Reformatory	16,279	...	...	..	.	...	16,279
Total	96,058	...	...	...	...	167	96,225
Buildings	39,277	...	...	...	..	...	39,277
Furniture and Apparatus (special grants only)	17,806	...	...	2,077	...	...	19,883
Total	57,083	...	...	2,077	...	...	59,160
Scholarships held in — University	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...
Arts Colleges	...	...	...	...	...	...	...
Medical Colleges	..	...	...	...	...	...	...
Professional Colleges	...	...	...	...	...	...	...
Secondary Schools	...	...	...	...	...	..	...
Primary Schools	...	...	...	..	...	...	...
Medical Schools	..	...	...	...	...	...	...
Technical and Industrial Schools	...	...	...	...	...	...	...
Other Special Schools	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION	4,30,494	20	5,742	49,728	6,362	4,172	4,96,518

Provinces and Berar for the official year 1908-09.

Institutions.													
Management.													
Managed by District or Municipal Boards.							Maintained by Feudatory States.						
Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Native State Revenues.	Local Funds in Native States.	Municipal Funds raised in Native States.	Fees.	Subscriptions.	Endowments and other sources.	Total
9	10	11	12	13	14	15	16	17	18	19	20	21	22
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	..	...	...	...
...	...	...	...	...	...	...	...	...	...	...

Return of Expenditure on Public Instruction in the Central

Objects of Expenditure.				Public.						
				Under Private						
				Aided by Government or by District or Municipal Boards.						
				Provincial Revenues	District Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
				23	24	25	26	27	28	29
	ARTS COLLEGES.			Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Collegiate Education.	English			24,297	...	1,500	12,214	...	17,974	55,985
	Oriental			...	...	...	...	...	...	...
	Colleges or Departments of Colleges for Professional Training.			...	...	...	...	...	...	...
	Law			...	...	...	...	...	...	...
	Medicine			...	...	...	...	...	...	...
	Engineering			...	...	...	...	...	...	...
	B. Sc. Class			...	...	...	...	...	...	...
	Agriculture			...	...	...	...	...	...	...
			Total	24,297	...	1,500	12,214	...	17,974	55,985
	Secondary Schools.									
School Education, General.	For Boys	High Schools		30,653	...	2,631	21,743	968	14,897	70,892
		Middle Schools	English	35,893	100	3,742	25,723	2,665	24,620	92,743
			Vernacular	4,555	...	100	659	336	11,093	16,743
	For Girls	High Schools		2,526	...	45	790	126	818	4,305
		Middle Schools	English	6,906	...	50	3,796	1,877	6,298	18,927
			Vernacular	5,992	...	224	40	5,381	9,542	21,179
			Total	86,525	100	6,792	52,571	11,353	67,268	2,24,789
	Primary Schools.									
	For Boys			29,954	133	7,127	9,902	12,843	32,248	92,207
	For Girls			22,132	...	2,271	9,717	2,262	26,659	63,041
			Total	52,086	133	9,398	19,619	15,105	58,907	1,55,248
	Schools for Special Instruction.									
School Education, Special.	Training Schools for Masters			...	...	...	...	...	...	...
	Training Schools for Mistresses			...	...	...	...	...	...	...
	School of Arts			...	...	...	...	...	...	...
	Law Schools			...	...	...	...	...	...	...
	Medical Schools			...	...	...	...	...	...	...
	Engineering and Surveying Schools			...	...	...	...	...	...	...
	Industrial Schools			7,040	...	1,300	...	...	31,387	39,727
	Commercial Schools			...	...	...	...	...	...	...
	Agricultural Schools			...	...	...	...	...	...	...
	Other Schools, Reformatory			...	...	...		...	...	...
			Total	7,040	...	1,300	...	...	31,387	39,727
	Buildings			23,479	...	60	259	5,645	30,509	59,952
	Furniture and Apparatus (special grants only)			2,343	...	...	11	139	5,522	8,015
			Total	25,822	...	60	270	5,784	36,031	67,967
Scholarships held in—	University			...	...	...	...	...	...	...
	Direction			...	...	...	...	...	...	...
	Inspection			...	...	...	...	...	...	...
	Arts Colleges			...	...	...	...	...	...	...
	Medical Colleges			...	...	...	...	...	...	...
	Professional Colleges			...	...	...	...	...	...	...
	Secondary Schools			...	...	...	...	...	...	...
	Primary Schools			...	...	...	...	...	...	...
	Medical Schools			...	...	...	...	...	...	...
	Technical and Industrial Schools			...	...	...	...	...	...	...
	Other Special Schools			...	...	...	...	...	...	...
	Miscellaneous			...	...	...	...	...	...	...
			Total	...	...	...	...	...	...	...
	Total Expenditure on Public Instruction			1,95,770	233	19,050	84,854	32,242	2,11,567	5,43,716

Provinces and Berar for the official year 1908-09.—(Concld.)

Institutions. / Management. / Unaided.				Total Expenditure from							Remarks.
Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	All other sources. Private.	All other sources. Public.	Grand Total.	
30	31	32	33	34	35	36	37	38	39	40	41
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	..	...	...	48,819	...	1,500	21,786	21,394	...	93,499	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	4,000	...	...	3,045	...	...	7,045	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
...	..	...	...	11,742	...	...	386	...	...	12,128	
...	...	...	...	...	...	...	...	...	..	...	
...	...	...	...	64,561	...	1,500	25,217	21,394	...	1,12,672	
1,252	...	1,736	2,988	82,226	...	7,262	45,243	18,609	4,679	1,58,019	
129	188	1,001	1,318	1,54,605	10,265	29,494	55,250	37,155	5,898	2,92,667	
...	60	2,701	2,761	10,470	1,60,025	12,762	2,052	17,109	3,241	2,05,659	
...	...	...	...	2,526	...	45	790	944	...	4,305	
...	...	...	...	6,906	...	50	3,796	8,175	...	18,927	
...	...	...	...	12,208	...	224	40	15,939	...	28,501	
1,381	248	5,438	7,067	2,69,031	1,70,290	49,837	1,07,171	97,931	13,818	7,08,078	
4,081	564	8,412	13,057	57,742	7,01,167	69,385	21,313	72,026	29,117	9,50,750	
1	158	3,561	3,720	94,046	260	2,271	9,718	33,573	2,070	1,41,938	
4,082	722	11,973	16,777	1,51,788	7,01,427	71,656	31,031	1,05,599	31,187	10,92,688	
...	680	...	680	57,633	...	...	...	847	...	58,480	
...	...	...	...	17,104	...	...	...	...	...	17,104	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
...	..	...	...	...	...	...	...	...	...	...	
...	...	...	...	5,042	...	...	...	...	...	5,042	
...	...	612	612	7,040	...	1,300	...	31,999	...	40,339	
...	...	...	...	...	..	...	...	...	...	...	
..	..	...	...	...	...	...	...	...	...	...	
...	...	...	...	16,279	...	...	...	...	...	16,279	
...	680	612	1,292	1,03,098	...	1,300	...	32,846	...	1,37,244	
38	10	2,644	2,692	67,648	2,43,389	24,799	426	44,303	3,383	3,83,948	
50	126	325	501	20,532	27,410	3,776	3,254	7,537	2,105	64,614	
88	136	2,969	3,193	88,180	2,70,799	28,575	3,680	51,840	5,488	4,48,562	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	50,235	...	...	...	...	...	50,235	
...	...	...	...	1,89,330	4,539	...	...	...	10,905	2,04,774	
...	...	...	...	9,399	...	...	...	652	1,734	11,785	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	240	...	...	...	...	...	240	
...	...	...	...	18,510	12,374	1,920	...	1,856	1,939	36,599	
...	...	...	..	2,753	...	...	9	356	449	3,567	
...	...	...	...	...	...	...	...	...	...		
...	...	...	...	1,379	625	48	...	...	...	2,052	
...	...	...	...	...	...	..	...		...	...	
...	...	...	...	49,751	13,831	3,373	11,515	6,734	2,011	87,215	
...	...	...	...	3,21,597	31,369	5,341	11,524	9,508	17,038	3,96,467	
5,551	1,786	20,992	28,329	9,98,255	11,73,885	1,58,209	1,78,623	3,19,208	67,531	28,95,711	

Return of the Stages of Instruction of Pupils in Public Schools for General Education

Class of Schools.			Number of Schools.	Number of pupils on the rolls on 31st March.	High Stage. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination. 1			Middle Stage. Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle Stage). 2		
					Boys.	Girls.	Total.	Boys.	Girls.	Total.
SECONDARY SCHOOLS.										
For Boys	Departmental	English	46	7,305	1,349	...	1,349	4,579	...	4,579
		Vernacular	1	107	...	...	...	11	...	11
	District Fund	English	7	418	...	...	...	418	...	418
		Vernacular	219	27,982	...	...	...	3,542	...	3,542
	Municipal	English	25	3,037	178	...	178	2,859	...	2,859
		Vernacular	16	3,243	...	...	...	462	...	462
	Native State	English	10	427	35	...	35	392	...	392
		Vernacular	7	1,593	...	...	...	130	...	130
	Aided	English	48	3,516	1,099	4	1,103	2,357	14	2,371
		Vernacular	17	1,806	...	...	...	286	...	286
	Unaided	English	5	380	117	...	117	170	...	170
		Vernacular	3	91	...	...	...	41	...	41
	Total		404	49,905	2,778	4	2,782	15,247	14	15,261
For Girls	Departmental	English	...	...	...	...	...	..	...	...
		Vernacular	9	823	...	...	...	...	46	46
	District Fund	English	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	Municipal	English	...	...	...	..	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	Native State	English	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	Aided	English	13	302	...	16	16	...	286	286
		Vernacular	16	1,238	...	...	...	...	293	293
	Unaided	English	...	...	...	...	...	...	...	...
		Vernacular	...	..	...	...	...	...	...	...
	Total		38	2,363	...	16	16	...	625	625
TOTAL SECONDARY SCHOOLS			442	52,268	2,778	20	2,798	15,247	639	15,886
PRIMARY SCHOOLS.										
For Boys	Departmental		9	930	...	...	...	...	...	...
	District Fund		2,185	149,635	...	...	...	570	...	570
	Municipal		117	17,130	15	...	15	159	...	159
	Native State		256	22,940	...	...	...	...	...	...
	Aided		150	11,198	...	...	...	19	...	19
	Unaided		175	5,924	...	...	...	...	...	...
	Total		2,892	207,757	15	...	15	748	...	748
For Girls	Departmental		151	10,365	...	...	...	...	...	...
	District Fund		1	26	...	...	...	...	...	...
	Municipal		...	...	...	...	...	...	...	...
	Native State		12	765	...	...	...	...	...	...
	Aided		65	3,316	...	...	...	...	...	...
	Unaided		18	527	...	...	...	...	...	...
	Total		287	14,999	...	...	...	...	...	...
TOTAL PRIMARY SCHOOLS			3,179	222,756	15	...	15	748	...	748
GRAND TOTAL			3,621	275,024	2,793	20	2,813	15,995	639	16,634

GENERAL TABLE V.

in the Central Provinces and Berar at the end of the official year 1908-09.

Upper Primary Stage.			Lower Primary Stage.						Total.		
Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			Comprising all pupils who have not passed beyond the Lower Primary Stage.								
			Reading printed books.			Not reading printed books.					
3			4			5					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
314	...	314	688	...	688	375	...	375	7,305	...	7,305
15	...	15	50	...	50	31	...	31	107	...	107
...	...	...	...	...	...	...	...	...	418	...	418
4,531	1	4,532	12,228	49	12,277	7,506	125	7,631	27,807	175	27,982
...	...	...	...	...	...	...	...	...	3,037	...	3,037
344	...	344	1,558	...	1,558	866	13	879	3,230	13	3,243
...	...	...	...	...	...	...	...	...	427	...	427
160	1	161	689	13	702	585	15	600	1,564	29	1,593
18	...	18	13	...	13	11	...	11	3,498	18	3,516
235	...	235	823	...	823	462	...	462	1,806	...	1,806
20	...	20	30	...	30	39	4	43	376	4	380
3	...	3	33	...	33	12	2	14	89	2	91
5,640	2	5,642	16,112	62	16,174	9,887	159	10,046	49,664	241	49,905
...	...	...	...	...	...	...	...	...	...	...	...
...	51	51	...	348	348	...	378	378	...	823	823
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	..	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	..	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	..	...	...	...
...	...	..	...	...	...	..	...	...	...	302	302
3	147	150	18	393	411	25	359	384	46	1,192	1,238
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
3	198	201	18	741	759	25	737	762	46	2,317	2,363
5,643	200	5,843	16,130	803	16,933	9,912	896	10,808	49,710	2,558	52,268
131	...	131	612	...	612	187	...	187	930	...	930
20,023	175	20,198	75,643	2,711	78,354	46,926	3,587	50,513	143,162	6,473	149,635
3,079	...	3,079	8,988	5	8,993	4,856	28	4,884	17,097	3	17,130
1,224	53	1,277	9,700	575	10,275	10,272	1,116	11,388	21,196	1,744	22,940
1,311	1	1,312	5,873	69	5,942	3,874	51	3,925	11,077	121	11,198
388	4	392	2,970	19	2,989	2,501	42	2,543	5,859	65	5,924
26,156	233	26,389	103,786	3,379	107,165	68,616	4,824	73,440	199,321	8,436	207,757
...	595	595	...	4,865	4,865	...	4,905	4,905	...	10,365	10,365
...	...	...	...	6	6	...	20	20	...	26	26
...	...	...	...	..	...	...	...	...	...	...	...
...	44	44	...	329	329	...	392	392	...	765	765
20	326	346	127	1,377	1,504	58	1,408	1,466	205	3,111	3,316
...	15	15	...	242	242	...	270	270	...	527	527
20	980	1,000	127	6,819	6,946	58	6,995	7,053	205	14,794	14,999
26,176	1,213	27,389	103,913	10,198	114,111	68,674	11,819	80,493	199,526	23,230	22,756
31,819	1,413	33,232	120,043	11,001	131,044	78,586	12,715	91,301	249,236	25,788	275,024

Return showing the results of Prescribed Examinations

Name of examination.	Number of Institutions sending Examinees.				Number of Examinees.				
	Institutions under public management.	Aided institutions.	Other institutions.	Total.	Institutions under public management.	Aided Institutions.	Other Institutions.	Private Students.	Total.
1	2	3	4	5	6	7	8	9	10
ARTS COLLEGES.									
1. Master of Arts	...	1	...	1	...	1	...	..	1
2. Bachelor of Arts	1	2	...	3	8	25	...	22	55
3. B. Sc.	1	...	...	1	*11	...	...	...	11
4. First B. A.	...	...	..	...	...	...	...	...	...
4. First B. Sc.	...	...	...	...	...	...	...	...	...
4. First Arts	1	2	...	3	44	61	...	24	129
4. Previous Examination ...	...	...	...	...	...	...	...	...	...
ORIENTAL COLLEGES.									
1. Master of Oriental learning ...	...	...	...	...	...	...	...	...	...
2. Bachelor of Oriental learning ...	...	...	...	...	...	...	...	...	...
3. Honors in Sanskrit ...	...	...	...	...	...	...	...	...	...
Do. Arabic	...	...	...	...	...	...	...	...	...
Do. Persian	...	...	...	...	...	...	...	...	...
4. High Proficiency in Sanskrit ...	...	...	...	...	...	...	...	...	...
Do. do. Arabic ...	...	...	...	...	...	...	...	...	...
Do. do. Persian ...	...	...	...	...	...	...	...	...	...
5. Proficiency in Sanskrit ...	...	...	...	...	...	...	...	...	...
Do. Arabic ...	...	...	...	...	...	...	...	...	...
Do. Persian ..	...	...	...	...	...	...	...	...	...
COLLEGES FOR PROFESSIONAL TRAINING.									
LAW—									
1. Previous Examination in Law ...	2	...	...	2	52	...	...	...	52
2. Supplementary, L. L. B ...	1	...	...	1	4	...	...	..	4
3. Bachelor of Law ...	1	...	...	1	9	...	...	...	9
4. Preliminary Examination ...	1	...	...	1	3	...	...	...	3
MEDICINE—									
1. M. D. ...	...	...	...	...	...	...	...	...	...
2. M. B. ...	...	...	...	...	...	...	...	...	...
3. Honors in Medicine and Surgery.	...	...	...	...	...	...	...	...	...
4. First M. D.	...	...	...	..	...	...	...	...	...
4. First L. M.	...	...	...	...	...	...	...	...	...
5. First M. B.	...	...	...	...	...	...	...	...	...
5. First L. S.	...	...	...	...	...	...	...	...	...
6. Preliminary Scientific ...	...	...	...	...	...	...	...	...	...

* Includes 8 candidates appeared from the Government

c c

TABLE VI,

in the Central Provinces and Berar during the official year 1908-09.

Number Passed.					Race or creed of passed Scholars.									Remarks.
Institutions under public management.	Aided Institutions.	Other Institutions.	Private Students.	Total.	Europeans and Eurasians.	Native Christian.	Hindus.		Muhammadans.	Buddhists.	Parsees.	Gonds and other aboriginies.	Others.	
							Brahmins.	Non-Brahmins.						
11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
...	...	...	...	...	...	...	...	...	...	...	...	...	...	The figures given in this table relate to the examinations actually held during the year 1908-09.
4	16	...	8	28	2	...	19	6	...	...	1	...	...	
3	...	...	...	3	...	...	3	...	...	...	...	...	...	
...	..	...	...	...	...	...	..	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	
21	31	...	10	62	...	1	43	16	5	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	
..	...	...	...	...	...	...	...	...	...	...	...	...	..	
..	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	..	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	..	...	...	..	...	
41	...	...	...	41	...	...	30	9	2	...	...	...	...	The Law Class, Jubbulpore, sent up candidates for the previous examination.
2	...	...	...	2	...	...	2	...	...	...	...	...	...	
5	...	...	...	5	...	...	5	...	...	...	...	...	...	Includes the figures for the Calcutta University also.
1	...	...	...	1	...	...	1	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	..	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	..	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	

College, Jubbulpore, of whom 3 passed.

Return showing the results of Prescribed Examinations

Name of examination.	Number of Institutions sending Examinees.				Number of Examinees.				
	Institutions under public management.	Aided institutions.	Other institutions.	Total.	Institutions under public management.	Aided Institutions.	Other Institutions.	Private Students.	Total.
1	2	3	4	5	6	7	8	9	10
COLLEGES FOR PROFESSIONAL TRAINING.—(*Concld.*)									
ENGINEERING—									
1. M. C. E.	...	...	...	...	...	...	...	...	...
2. B. C. E.	...	...	...	...	...	...	...	...	...
3. L. C. E.	...	...	...	...	...	...	...	...	...
4. First L. C. E.	...	...	...	...	...	...	...	...	...
TEACHING—									
1. Licentiating in teaching ...	...	...	...	...	...	...	...	...	...
SCHOOLS FOR GENERAL EDUCATION.									
Matriculation ... Boys ...	13	12	1	26	214	248	8	18	488
Girls ..	...	...	...	...	...	...	...	...	...
School Final ... Boys ..	...	...	...	...	...	...	...	...	...
Girls .	...	...	...	...	...	...	...	...	...
Upper Secondary Examination. Boys ..	...	...	...	...	...	...	...	...	...
Girls ...	...	...	...	...	...	...	...	...	...
High School Promotion Test. Boys ...	144	28	...	172	1,627	440	...	25	2,092
Girls ...	...	6	...	6	...	30	...	...	30
High School Scholarship Examination. Boys ...	34	8	1	43	141	24	5	2	172
Girls ...	...	1	...	1	...	5	...	...	5
Primary Examination ... Boys ...	2,323	122	48	2,493	18,575	1,193	196	67	20,031
Girls ...	143	42	...	185	412	180	...	...	592
SCHOOLS FOR SPECIAL INSTRUCTION.									
1. Training School Examination for Masters. Upper ...	1	...	...	1	11	...	...	24	35
Lower ...	76	7	1	84	505	34	9	238	786
2. Training School Examination for Mistresses. Upper ...	...	...	..	...	...	...	..	...	...
Lower ...	3	11	...	14	9	56	...	4	69
3. School of Art Examination ..	42	19	...	61	824	232	...	13	1,079
4. Medical Examination ...	...	...	...	...	...	...	...	...	...
5. Examination in Engineering and Surveying.	1	...	...	1	28	...	...	...	28
6. Industrial School Examination ...	..	...	...	...	...	...	...	...	...
7. Veterinary Examination ...	...	...	...	...	...	...	...	...	...
8. Examination in Agriculture ...	...	...	...	..	...	...	...	...	...

NOTE.—Any other special examination, such as the "Intermediate"

(*a*) Includes the University

TABLE VI.

in the Central Provinces and Berar during the official year 1908-09.—*(Concld.)*

Number of passed,					Race or creed of passed Scholars.									Remarks.
Institutions under public management.	Aided Institutions.	Other institutions.	Private Students.	Total.	Europeans and Eurasians.	Native Christian.	Hindus.		Muhammadans.	Buddhists.	Parsees.	Gonds and other aboriginies.	Others.	
							Brahmins.	Non-Brahmins.						
11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	
87	91	5	1	184	9	...	111	48	14	2	...	...	...	Includes figures of the Matriculation Examination held in May 1908.
...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	
973	324	...	10	1,307	17	28	539	565	129	2	2	5	...	
...	14	...	...	14	7	7	...	...	...	...	...	...	...	
94	7	...	2	103	...	...	48	45	8	2	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	
12,662	906	123	44	13,735	8	151	2,399	9,178	1,030	222	57	51	639	
316	132	...	3	451	3	102	60	42	22	12	6	...	4	
7	...	...	3	10	...	...	6	4	...	...	...	...	...	
257	20	11	104	392	...	14	127	226	18	4	...	...	3	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	
8	26	...	...	34	...	4	7	23	...	...	...	...	...	
464	95	...	10	569	...	1	250	239	69	7	1	...	2	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	
24	...	...	...	24	...	...	12	12	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	

or other examinations of the Punjab University, may be added to this list.

School Final Examination.

Return showing the Distribution of District Fund and Municipal Expenditure on

Objects of Expenditure.	Expenditure of District Boards on Public Instruction.													
	In Institutions managed by District Fund Boards.											In Institutions managed by		
	Number of Institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial grants.	District Funds.	Municipal grants.	Fees.	Subscriptions	Endowments and other sources.	Total.	The Department.	Municipal Boards.	Private persons or Associations.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
COLLEGIATE EDUCATION.														
ARTS COLLEGES.														
English	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Oriental	...	...	...	...	...	...	...	...	...	...	...	...	...	...
COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.														
Law	...	...	...	...	...	...	..	...	...	...	...	...	...	...
Medicine	...	...	...	...	...	...	..	...	...	..	...	...	...	...
Engineering	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Teaching	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Agriculture	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...	...	...	...	...	...	...	...
SCHOOLS EDUCATION, GENERAL.														
SECONDARY SCHOOLS.														
For Boys. High Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For Boys. Middle Schools. English	...	7	418	388	315	...	10,145	...	...	...	...	10,145	20	...	100
For Boys. Middle Schools. Vernacular	..	219	27,982	26,713	20,054	...	1,60,025	...	...	...	...	1,60,025	...	...	...
For Girls. High Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For Girls. Middle Schools, English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For Girls. Middle Schools, Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	...	226	28,400	27,101	20,369	...	1,70,170	...	...	...	...	1,70,170	20	...	100
PRIMARY SCHOOLS.														
For Boys	...	2,185	1,49,635	1,44,298	1,03,604	...	7,01,034	...	...	...	..	7,01,034	...	...	133
For Girls	...	1	26	11	9	...	260	...	...	...	...	260	...	...	...
Total	...	2,186	1,49,661	1,44,309	1,03,613	...	7,01,294	...	...	...	...	7,01,294	...	...	133
SCHOOL EDUCATION, SPECIAL.														
SCHOOLS FOR SPECIAL INSTRUCTION.														
Training Schools for Masters	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Training Schools for Mistresses	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School of Art	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Law Schools	..	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Engineering and Surveying Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	—	...
Industrial Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Commercial Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Agricultural Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other Schools (Reformatory)	..	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Buildings	...	...	...	...	...	...	2,43,389	...	...	...	...	2,43,389	...	...	...
Furniture and Apparatus (special grants only)		...	...	...	...	...	27,410	...	...	...	...	27,410	...	...	...
Total	...	...	...	...	...	...	2,70,799	...	...	...	...	2,70,799	...	...	...
Inspection	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in— Art Colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in— Medical Colleges	...	...	...	..	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in— Professional	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in— Secondary Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in— Primary Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in— Medical Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in— Technical and Industrial Schools.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in— Other Special Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
GRAND TOTAL	...	...	...	...	...	...	11,42,263	...	...	...	..	11,42,263	20	...	23

Public Instruction in the Central Provinces and Berar for the official year 1908-09.

Total District Fund expenditure on Public Instruction.	Expenditure of Municipal Boards on Public Instruction.														Total Municipal expenditure on Public Instruction.	Total expenditure of District Fund and Municipal Boards on Public Instruction.	Remarks.
	In Institutions managed by Municipal Boards.											In Institutions managed by					
	Number of Institutions.	Number of scholars on the rolls on 31st March.	Number of scholars on the rolls monthly during the year	Average daily attendance.	Provincial grants.	Municipal rates.	District Funds	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Department.	District Fund Boards.	Private persons or Associations.			
16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,500	1,500	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,500	1,500	
...	3	174	159	113	4,327	891	...	3,498	63	56	8,835	3,740	...	2,631	7,262	7,262	
10,265	22	2,863	2,673	2,257	19,211	23,800	...	13,640	102	924	57,677	1,952	...	3,742	29,494	39,759	
1,60,085	16	3,343	3,345	2,609	3,593	12,652	...	1,369	178	...	17,802	...	...	100	12,762	1,72,787	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	45	45	45	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	50	50	50	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	224	224	224	
1,70,290	41	6,280	6,177	4,979	27,131	37,353	...	18,507	343	980	84,314	5,692	...	6,792	49,837	2,20,127	
7,01,167	117	17,130	16,330	12,830	17,988	62,208	...	6,716	816	25	87,753	50	...	7,127	69,385	7,70,552	
260	...	...	...	...	...	...	...	...	...	...	...	...	...	2,271	2,271	2,531	
7,01,427	117	17,130	16,330	12,830	17,988	62,208	...	6,716	816	25	87,753	50	...	9,398	71,656	7,73,083	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,300	1,300	1,300	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,300	1,300	1,300	
2,43,389	...	...	...	...	4,893	24,739	...	129	4,847	...	34,607	...	...	60	24,799	2,68,188	
27,410	...	...	...	...	383	3,776	...	987	...	...	5,146	...	...	...	3,776	31,186	
2,70,799	...	...	...	...	5,275	28,515	...	1,116	4,847	...	39,753	...	...	60	28,575	2,99,374	
4,539	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
12,374	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,920	14,294	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
625	...	...	...	...	...	...	...	...	...	...	...	...	...	...	48	673	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
13,831	...	...	...	...	...	...	...	...	...	...	...	...	...	...	3,373	17,304	
31,369	...	...	...	...	...	...	...	...	...	...	...	...	...	...	5,341	36,710	
11,73,885	158	23,410	22,507	17,809	50,394	1,28,076	...	26,339	6,006	1,005	2,11,820	5,742	...	19,050	1,58,209	13,32,094	

EDUCATION—GENERAL TABLE VIII.—(FOR BOYS).

Return showing the Attendance and Expenditure in Hostels or Boarding-houses for the official year 1908-09.

Class of Hostels or Boarding-houses.	Number of—		Number of boarders who are students of—				Expenditure from—					Remarks
	Hostels or Boarding-houses.	Boarders.	Arts Colleges.	Secondary Schools.	Primary Schools.	Special Schools.	Provincial Revenues.	Local or Municipal Funds.	Subscriptions or Endowments.	Fees.	Total Expenditure.	
1	2	3	4	5	6	7	8	9	10	11	12	13
							Rs.	Rs.	Rs.	Rs.	Rs.	
1.—Managed by Government ...	19	725	71	402	2	250	13,843	...	81	2,798	16,722	
2.—Managed by Local or Municipal Boards.	17	313	...	263	48	2	98	1,101	1,801	105	3,105	
3.—Aided by Government or by Local or Municipal Boards.	15	585	87	274	224	...	5,486	449	7 357	30,050	43,342	
4.—Unaided ...	6	182	...	94	88	...	...	...	9,127	...	9,127	

EDUCATION—GENERAL TABLE VIII.—(FOR GIRLS).

Return showing the Attendance and Expenditure in Hostels or Boarding-houses for the official year 1908-09.

Class of Hostels or Boarding-houses.	Number of—		Number of Boarders who are students of—				Expenditure from—					Remarks.
	Hostels or Boarding-houses.	Boarders.	Arts Colleges.	Secondary Schools.	Primary Schools.	Special Schools.	Provincial Revenues.	Local or Municipal Funds.	Subscriptions or Endowments.	Fees.	Total Expenditure.	
1	2	3	4	5	6	7	8	9	10	11	12	13
							Rs.	Rs.	Rs.	Rs.	Rs.	
1.—Managed by Government ...	2	18	...	...	...	18	2,977	...	..	...	2,977	
2.—Managed by Local or Municipal Boards.	...	...	...	...	...	...	...	...	...	...	...	
3.—Aided by Government or by Local or Municipal Boards.	8	381	...	102	244	35	4,156	...	9.762	17,634	31,552	
4.—Unaided ...	2	59	...	48	11	...	...	...	5.714	415	6,129	

EDUCATION—SUBSIDIARY TABLE No. II—(For Europeans only).

Abstract Return of Expenditure on Institutions in the Central Provinces for the Official year 1908-09.

	Total Direct Expenditure.					Total Indirect Expenditure.					Total Expenditure.	Remarks.
	Collegiate Education.	School Education, General.		School Education, Special.	Total.	Scholarships.	Buildings.	Furniture.	Miscellaneous.	Total.		
	Arts Colleges.	Secondary Schools.	Primary Schools.	Industrial Schools.								
1	2	3	4	5	6	7	8	9	10	11	12	13
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
Institutions ... For Males	...	32,085	17,233	3,180	52,498	2,622	19,379	1,234	2,133	25,368	77,866	
Institutions ... For Females	...	16,185	31,289	...	47,474	1,103	20,944	1,785	534	24,366	71,840	
Total ...	...	48,270	48,522	3,180	99,972	3,725	40,323	3,019	2,667	49,734	1,49,706	
(*a*) Percentages of Provincial expenditure included in columns 2 to 11 to total Provincial expenditure on European Institutions.	...	33·76	26·98	1·90	62 64	5·13	28·14	1·63	2·42	37·36	100·00	
(*b*) Percentages of Municipal expenditure included in columns 2 to 11 to total Municipal expenditure.	...	25·93	74·05	...	100·00	...	...	...	...	...	100·00	
(*c*) Percentages of total expenditure included in columns 2 to 11 to total expenditure.	...	32·24	32 41	2 12	66·78	2·49	26·93	2·02	1·78	33·22	100·00	
	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.							
Average annual cost of educating each pupil :—												
Aided Institution. Cost of Provincial Revenue	...	63 15 6	22 8 0	19 11 5	36 4 5							
Aided Institution. Cost of Municipal Funds	...	2 6 [illegible]	3 0 9	...	2 13 7							
Total ...	...	126 0 5	55 12 4	45 6 10	79 12 10							
Unaided Institutions	...	...	...	...	...							
Total ...	...	126 0 5	55 12 4	45 6 10	79 12 10							

EDUCATION—SUBSIDIARY TABLE No. III.—(For Europeans only.)

Return of European Schools and Scholars in the Central Provinces for the year 1908-09.

	Public Institutions.								Grand total of Public Institutions.	Grand total of scholars on 31st March.	Number of scholars on 31st March learning.			Girls in Boys' Schools.	Boys in Girls' Schools.	Remarks.
	Under private management.															
	Aided by Government District Fund or Municipal Board.				Unaided.											
	Number of Institutions.	Number of scholars on rolls on the 31st March 1909.	Average number on rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of scholars on rolls on the 31st March 1909.	Average number on rolls monthly during the year.	Average daily attendance.			English.	A classical language.	A vernacular language.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
COLLEGES.																
Secondary Schools.																
Schools Education General. — For Boys — High Schools	4	68	55	50	...	...	...	...	4	68	68	57	28	4	...	
For Boys — Middle Schools	4	201	185	167	...	...	...	...	4	201	201	201	200	14	...	
For Girls — High Schools	4	16	18	16	...	...	..	...	4	16	16	16	...	...	...	
For Girls — Middle Schools	6	131	125	112	...	...	...	...	6	131	131	131	5	..	...	
Total	18	416	383	345	...	...	...	...	18	416	416	405	233	18	...	
Primary Schools.																
For Boys	6	301	256	234	...	...	...	...	6	301	301	137	141	20	...	
For Girls	12	639	614	506	...	...	...	...	12	639	639	47	41	...	169	
Total	18	940	870	740	...	...	...	..	18	940	940	184	182	20	169	
SCHOOL EDUCATION, SPECIAL.																
Industrial Schools — Boys	1	* (65)	* (70)	* (58)	...	...	...	...	1	* (65)	* (65)	...	...	...	...	* The figures in bracket show that they have been included in secondary and Primary schools.
Industrial Schools — Girls	...	...	...	...	...	...	...	..	...	...	...	...	...	...	...	
Total of Schools or Public Institutions	37	1,356	1,253	1,085	...	...	...	...	37	1,356	1,356	589	415	38	169	

EDUCATION—GENERAL TABLE III-A.

Number of Scholars on the 31st March classified according to Sex, Race, or Creed, for the official year 1908-09.—(European Schools in Central Provinces.)

Class of Institution.		Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Gonds and other aborigines.	Others.	Total.
				Brahmins.	Non-Brahmins.						
COLLEGIATE EDUCATION.											
ARTS COLLEGES.											
English	Male	...	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...	...
Oriental	Male	...	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...	...
COLLEGE FOR PROFESSIONAL TRAINING.											
Law	Male	...	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...	...
Medicine	Male	...	...	...	..	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...	...
Engineering	Male	..	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...	...
Teaching	Male	...	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...	...
Agriculture	Male	...	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...	...
	Total	...	...	...	...	...	..	...	...	...	...
SCHOOL EDUCATION—GENERAL.											
SECONDARY SCHOOLS FOR BOYS.											
High Schools	Male	57	1	2	...	...	...	4	...	...	...
	Female	4	...	...	...	...	...	...	...	...	...
Middle Schools—											
English	Male	163	3	6	2	...	...	13	...	...	...
	Female	14	...	...	...	...	...	...	...	...	...
Vernacular	Male	...	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...	...
For Girls.											
High Schools	Male	...	...	...	...	...	...	...	...	...	...
	Female	16	...	...	...	...	...	...	...	...	...
Middle Schools—											
English	Male	..	...	...	...	...	...	...	...	...	...
	Female	124	...	...	...	1	...	5	...	1	...
Vernacular	Male	...	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...	...
	Total	378	4	8	2	1	...	22	...	1	...
PRIMARY SCHOOLS.											
For Boys	Male	254	1	1	...	1	...	24	...	...	...
	Female	20	...	...	...	...	...	...	...	...	...
For Girls	Male	164	...	...	...	1	...	4	...	...	...
	Female	444	...	...	...	1	...	22	...	3	...
	Total	882	1	...	...	3	...	50	...	3	...

EDUCATION—GENERAL TABLE III-A.

Number of Scholars on the 1st March classified according to Sex, Race, or Creed, for the official year 1908-09 (European Schools in Central Provinces).—(Concld).

Class of Institutions.	Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Budhists.	Parsis.	Gonds and other aborigines.	Others.	Total.
			Brahmins.	Non-Brahmins.						
SCHOOL EDUCATION—SPECIAL.										
SCHOOLS FOR SPECIAL INSTRUCTION.										
Training Schools ... Male ...	...	...	...	...	...	...	...	...	..	..
Female ...	...	...	...	...		...	...	...	...	...
Schools of Art ... Male ...	...	...	...	...	...	...	...	...	...	...
Female ...	...	...	...	...	...	...	...	...	...	..
Law Schools ... Male ..	...	...	...	...	...	...	...	...	...	...
Female ...	...	...	...	..	...	...	...	...	...	...
Medical Schools ... Male ...	...	...	...	...	...	...	...	...	...	...
Female ...	...	...	...	...	...	...	...	...	...	...
Engineering and Surveying Schools. Male ...	...	...	...	...	...	...	...	...	...	...
Female ...	...	...	...	...	...	...	...	...	...	...
Industrial Schools ... Male ...	*(65)	...	...	...	...	...	...	...	...	...
Female ...	...	...	...	...	...	...	...	...	...	...
Other Schools ... Male ...	...	...	...	...	...	...	...	...	...	...
Female ...	...	...	...	...	..	...	...	...	...	...
Total ...	* (65)	...	...	...	...	...	...	...	...	...
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION.	1,260	5	9	2	4	...	72	...	4	...
PRIVATE INSTRUCTIONS.										
1. Advanced Teaching—										
(a) Arabic or Persian ... Male ...	...	...	...	...	...	...	...	...	...	...
Female ...	...	...	...	...	...	...	...	...	...	...
(b) Sanskrit ... Male ...	...	..	...	...	...	...	...	...	...	...
Female ...	...	...	...	...	...	...	...	...	...	...
(c) Any other Oriental classics. Male ...	...	...	...	...	...	...	...	...	...	...
Female ...	...	...	...	...	...	...	...	...	...	...
2. Elementary Teaching—A. Vernacular only or mainly—										
For Boys ... Male ...	...	...	...	...	...	...	...	...	...	...
Female ...	...	...	...	...	...	...	...	...	...	...
For Girls ... Male ...	...	...	...	...	...	...	...	...	...	...
Female ...	...	...	...	...	...	...	...	...	...	...
3. Elementary Teaching—The Koran only.										
For Boys ... Male ...	...	...	...	...	...	...	...	...	...	...
Female ...	...	...	...	...	...	...	...	...	...	...
For Girls ... Male ...	...	...	...	...	...	...	...	..	...	...
Female ...	...	...	...	...	...	...	...	...	..	...
Other schools not conforming to Departmental Standards.										
For Boys ... Male ...	...	...	...	...	...	...	...	...	...	...
Female ...	...	...	...	...	...	...	...	...	...	...
For Girls ... Male ...	...	...	...	...	...	...	...	...	...	...
Female ...	...	...	...	...	...	...	...	...	...	...
TOTAL OF PRIVATE INSTITUTIONS ...	...	...	...	...	...	...	...	...	...	...
GRAND TOTAL ...	1,260	5	9	2	4	...	72	...	4	...

* The figures in bracket show that they have been included in Secondary and Primary Schools.

EDUCATION SUBSIDIARY TABLE IV.—(FOR EUROPEANS ONLY.)

Return of Expenditure on European Institutions in the Central Provinces for the official year 1908-09.

Object of Expenditure.	Public Institutions.										Total of expenditure from					Remarks.
	Under Private Management.															
	Aided by the Government.						Unaided.									
	Provincial Revenues.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	Municipal Funds.	Fees.	All other sources.	Grand Total.	
1	2a	2b	2c	2d	2e	2	3a	3b	3c	3	4a	4b	4c	4d	4	
COLLEGES.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
Secondary Schools, English—																
For Boys ... High Schools	7,051	334	3,002	374	2,846	13,607	...	...	...	...	7,051	334	3,002	3,220	13,607	
For Boys ... Middle Schools	9,517	500	4,064	771	3,626	18,478	...	...	...	...	9,517	500	4,064	4,397	18,478	
For Girls ... High Schools	2,526	45	790	126	818	4,305	...	...	...	...	2,526	45	790	944	4,305	
For Girls ... Middle Schools	5,406	50	3,599	183	2,642	11,880	...	...	...	...	5,406	50	3,599	2,825	11,880	
Total	24,500	929	11,455	1,454	9,932	48,270	...	...	...	...	24,500	929	11,455	11,386	48,270	
PRIMARY SCHOOLS.																
For Boys	6,473	1,140	3,835	1,250	4,535	17,233	...	...	...	...	6,473	1,140	3,835	5,785	17,233	
For Girls	13,104	1,511	9,430	953	6,291	31,289	...	...	...	...	13,104	1,511	9,430	7,244	31,289	
Total	19,577	2,651	13,265	2,203	10,826	48,522	...	...	...	...	19,577	2,651	13,265	13,029	48,522	
Industrial Schools ... Boys	1,380	...	...	...	1,800	3,180	...	...	...	...	1,380	...	...	1,800	3,180	
Industrial Schools ... Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Scholarships held in Colleges Arts	484	...	...	...	...	484	...	...	...	...	484	...	...	...	484	
Scholarships held in Colleges Professional	240	...	...	...	..	240	...	...	...	...	240	...	...	...	240	
Scholarships held in Secondary Schools	1,255	...	...	...	...	1,255	...	...	...	...	1,255	...	...	...	1,255	
Scholarships held in Primary	1,746	...	...	...	...	1,746	...	...	...	...	1,746	...	...	.	1,746	
Buildings	20,421	...	62	1,120	18,730	40,323	...	...	...	...	20,421	...	62	19,840	40,323	
Furniture	1,207	...	...	80	1,732	3,019	...	...	...	...	1,207	...	...	1,812	3,019	
Miscellaneous	1,753	...	79	...	835	2,667	...	...	...	...	1,753	...	79	835	2,667	
Total	27,106	...	141	1,200	21,287	49,734	...	...	...	...	27,106	...	141	22,487	49,734	
Total Expenditure on European Institutions	72,563	3,580	24,861	4,857	43,845	1,49,706	...	...	...	...	72,563	3,580	24,861	48,702	1,49,706	

EDUCATION—SUBSIDIARY TABLE No. V.—(For Europeans only).

Return of the Stages of Instruction of Pupils in Public Schools for General Education in the European Schools of the Central Provinces for the official year 1908-09.

Class of Schools.	Number of Schools.	Number of pupils on the rolls on 31st March 1909.	High Stage. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination.			Middle Stage. Comprising all pupils who have passed beyond the Upper Primary Stage but have not passed beyond the Lower Secondary Middle Stage.			Upper Primary Stage. Comprising all pupils who have passed beyond the Lower Primary Stage but have not passed beyond the Primary Stage.			Lower Primary Stage. Comprising all pupils who have not passed beyond the Lower Primary Stage.						Total.		
												Reading printed books.			Not reading printed books.					
			1			2			3			4			5					
			Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
SECONDARY SCHOOLS.																				
For Boys... Aided ... English, Vernacular	8	269	64	4	68	187	14	201	...	..	...	..	...	...	...	...	...	251	18	269
For Boys... Unaided ... English, Vernacular	...	...	...	...	...	...	...	...	...	...	...	...		...	...	...	...	...	...	...
Total ...	8	269	64	4	68	187	14	201	...	...	...	...	...	...	...	...	..	251	18	269
For Girls.. Aided ... English, Vernacular	10	147	...	16	16	...	131	131	...	...	...	...	..	...	...	...	...	...	147	147
For Girls.. Unaided ... English, Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	147	147
Total ...	10	147	...	16	16	...	131	131	...	...	...	...	...	...	...	...	...	251	165	416
Total Secondary Schools ..	18	416	64	20	84	187	145	332	...	...	...	...	...	...	...	...	...	...	..	...
PRIMARY SCHOOLS																				
For Boys ... Aided	6	301	...	...	...	...	...	...	82	...	82	192	14	206	7	6	13	281	20	301
For Boys ... Unaided ...	...	...	...	...	...	...	..	...	...	..	...	...	...	...	...	..	...	...	...	...
Total ...	6	301	...	...	...	...	...	...	82	...	82	192	14	206	7	6	13	281	20	301
For Girls ... Aided	12	639	..	...	...	..	...	...	19	143	162	111	262	373	39	65	104	169	470	639
For Girls ... Unaided	...	...	...	...	...	...	..	...	...	...	...	...	...	...	...	...	...	...	...	...
Total .	12	639	...	..	...	..	...	...	19	143	162	111	262	373	39	65	104	169	470	639
Total Primary Schools ...	18	940	...	..	...	...	..	...	101	143	244	303	276	579	46	71	117	450	490	940
Grand Total ...	36	1,356	64	20	84	187	145	332	101	143	244	303	276	579	46	71	117	701	655	1,356

Note.—The number of girls shown in this table should correspond with the number returned under Primary and Secondary Schools in Form No. III. Mixed Schools should be entered as Boys' Schools or Girls' Schools according to the number of boys or girls is greater.

APPENDIX.

APPENDIX A.

Return showing the General and Statistical Summary for the preparation of Maps.

Territory.		Population.		Children.		1868-69.				
		Males.	Females.	Males.	Females.	Total number of children under instruction.	Total number of children in Colleges and Special Schools.	Number of boys in Secondary Schools.	Number of boys in Primary Schools.	Total number of girls under Instruction.
1		2	3	4	5	6	7	8	9	10
BRITISH TERRITORY.										
The Nerbudda Valley ...	Saugor	230,802	228,910	34,620	34,336	9,752	...	2,903	5,539	1,350
	Damoh	144,196	141,268	21,629	21,640	6,029	...	931	4,657	441
	Jubbulpore	348,614	362,313	52,292	54,346	17,279	412	2,814	11,866	2,177
	Narsinghpur	149,414	159,449	22,412	23,917	8,893	120	1,776	6,011	986
	Hoshangabad	222,899	228,552	33,434	34,282	12,981	44	3,139	8,723	1,085
	Total ...	1,095,925	1,123,492	164,387	168,521	54,964	576	11,563	36,796	6,029
	Percentage ...	...	...	...	...	16·5	·1	·7	22·3	3·5
The Satpura Range ...	Nimar	177,707	170,004	26,656	25,500	7,178	...	1,149	5,521	508
	Betul	140,090	147,511	21,013	22,126	3,585	...	620	2,818	138
	Chhindwara	207,433	218,884	31,114	32,832	6,354	...	1,121	4,864	369
	Seoni	160,912	174,915	24,136	26,237	4,993	...	581	3,937	475
	Balaghat	157,951	170,664	23,692	25,590	7,362	..	622	6,548	192
	Mandla	165,785	172,483	24,867	25,872	5,615	...	1,217	3,904	434
	Total ...	1,009,878	1,054,461	151,478	158,166	35,087	...	5,319	27,652	2,116
	Percentage ...	...	...	..	..	11·3	...	3·4	18·2	1·3
The Maratha country ...	Wardha	196,401	194,780	29,460	29,217	8,488	...	2,057	6,152	279
	Nagpur	388,844	387,144	58,326	58,071	17,837	532	4,317	11,230	1,758
	Bhandara	328,922	353,790	49,338	53,068	8,577	..	1,130	7,079	368
	Chand	300,650	309,415	45,097	46,412	8,568	...	1,419	6,731	418
	Total ...	1,214,817	1,245,129	182,221	186,768	43,470	532	8,923	31,192	2,823
	Percentage ...	...	...	..	...	11·7	1·4	4·8	17·1	1·5

Chhattisgarh	Raipur	...	532,675	564,183	79,901	84,627	21,410	92	982	16,839	3,497
	Bilaspur	...	445,789	471,451	66,868	70,715	18,176	...	2,174	14,003	1,999
	Drug	...	297,998	330,887	44,699	49,633	11,921	...	208	9,550	2,163
	Total	...	1,276,462	1,366,521	191,468	204,975	51,507	92	3,364	40,392	7,659
	Percentage	...	...	...	...	...	12·9	·02	1·7	21	3·7
Berar	Akola	...	383,427	371,377	57,514	55,707	12,832	113	5,683	11,545	1,491
	Amraoti	...	413,013	396,486	61,952	59,473	21,645	96	5,191	14,924	1,434
	Buldana	...	308,153	305,603	46,223	45,480	16,465	...	5,708	9,725	1,032
	Yeotmal	...	289,707	286,250	43,456	42,937	9,005	...	1,968	6,353	684
	Total	...	1,394,300	1,359,716	209,145	203,957	65,947	2·9	18,550	42,547	4,641
	Percentage	...	...	...	...	...	15·9	·04	8·8	20·2	2·2
Feudatary States.											
Nerbudda Valley	Hoshangabad	...	6,366	6,549	955	982	301	...	...	301	...
	Total	...	6,366	6,549	955	982	301	...	...	301	...
	Percentage	...	...	...	...	...	15·5	...	...	31·5	...
Chhattisgarh	Raipur	...	528,460	526,272	79,269	78,940	15,104	...	1,266	12,288	1,550
	Bilaspur	...	178,300	186,376	26,745	27,956	7,959	...	631	6,520	808
	Drug	...	89,324	96,675	13,398	14,500	2,361	...	94	2,102	165
	Total	...	796,084	809,323	119,412	121,396	25,424	...	1,991	20,910	2,523
	Percentage	...	...	...	...	...	10·5	...	1·6	17·5	2·0
	GRAND TOTAL	...	6,793,832	6,965,191	1,019,074	1,044,778	276,700	1,409	49,710	199,790	25,791
	PERCENTAGE	...	...	...	...	...	13·4	·06	4·8	19·6	2·4

Govt. Press, Nagpur :—No 1047, D. P. I.—27-9-09—400.

REPORT

ON THE

STATE AND PROGRESS OF EDUCATION

IN THE

CENTRAL PROVINCES AND BERAR

FOR THE YEAR

1909-10.

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No. $\frac{1913}{\text{VI-10—4}}$.

CENTRAL PROVINCES ADMINISTRATION.

Education Department.

Nagpur, the 14th December 1910.

READ—

Letter No. 461-S., dated the 7th July 1910, from the Director of Public Instruction, Central Provinces, forwarding the Report on the state and progress of Education in the Central Provinces and Berar for the year 1909-10.

READ ALSO—

The Circle and District Reports.

RESOLUTION.

In several important centres, notably Nagpur and Jubbulpore, plague interrupted the cold-weather session, seriously affecting the results of examinations: in other respects the conditions of the year were favourable, crops being good and money more plentiful than usual.

2. Early in the year the Chief Commissioner submitted to the Government of India a comprehensive reference on the subject of the improvement of secondary education. Since the end of the year under report, orders have been received on some of the proposals contained in this letter, but progress in some important branches of work is impeded pending the settlement of other questions raised therein. The most important changes and improvements actually introduced during the year were the revision of the curricula for middle and primary boys' schools, the initiation of a School Leaving Certificate examination, the opening of the Government Muhammadan High School at Amraoti, and the formulation of rules for grants-in-aid by local bodies to boys' primary schools in Berar. The measures discussed but not matured during the year under report exceed in number and importance those enumerated above, and the year was certainly one of unusual activity in the department.

3. The number of pupils in all classes of institutions has for some years past been growing at a curiously steady rate. The percentage of boys under instruction to boys of school-going age rises annually by one unit. The basis of the calculation in Appendix A is however incorrect. The standard percentage of population estimated to be of school-going age is 15; and $7\frac{1}{2}$ per cent is supposed to indicate the number of boys of school-going age. This, however, only corresponds with the number of children of an age to be undergoing primary education, and is of no use as a test when applied to boys and young men under secondary and higher instruction who belong to another age period altogether. This matter should be set right by the Director in connection with the figures of the new census, and he will be separately addressed on this subject.

The continued substantial increase in the number of pupils in secondary schools is a correct indication of the wide-spread demand for an English education, a demand which in the present financial conditions is becoming somewhat embarassing The greater part of the increase in the primary standards occurred in Chhattisgarh in which Division, if figures are to be trusted, a larger proportion of boys from 5 to 10 are attending primary schools than in any other Division in the Province It is certain that changes in the population since the census have deprived the statistics in Appendix A of some of their value and it is probable that in Chhattisgarh the discrepancy between the census figures and present population is exceptionally large, because in that part of the Provinces the temporary reduction in population, due to emigration during the famine of 1899-1900, was exceptionally large.

4. The total expenditure on education which has been showing a large annual increase for some years past, during the year under report was slightly less than in 1908-09. 33 per cent of their total income is considered by the Administration to be a reasonable expenditure by District Councils and Boards on education, but the tables in paragraph 41 of the report (which the Chief Commissioner considers worth including in the report if accuracy can be secured) show that District Councils and Boards spent, on the whole, on education an amount equal to 41·77 per cent of their total income. In individual districts the expenditure considerably exceeded even this proportion, notably in Chhattisgarh where, according to the figures given by the Director of Public Instruction, it reached 56 per cent of the income. In the Central Provinces the available funds of District Councils are fully employed in maintaining existing institutions and it is only when revision of settlement increases the income from cess that anything more than trivial additions can be made to primary schools at the expense of the District Funds. In Berar some small surplus, which was available, has been utilized in grants-in-aid to private schools. The limits of provincial expenditure have been nearly reached in the existing financial position and unless additional sources of income are tapped and fees increased, any substantial advance in education must be indefinitely postponed. The Chief Commissioner believes that it is generally recognized that secondary education is unduly cheap and that a reasonable increase in the fees, which would set free funds for the extension of primary education would have the support of public opinion. During the past year Mr. Craddock has had under his consideration a scheme for adding by this means to the funds available, and has also submitted to the Government of India proposals to enable District Councils in the Central Provinces to increase the income from the education cess and in certain cases to impose local rates to be expended on local schools. He hopes that in the course of the coming year both these reforms may take effect and is confident that they will be followed by an immediate increase in the number of scholars under instruction.

5. As already mentioned, plague interfered very seriously with the work of all the colleges and this no doubt affected the results of the examinations which, except in the case of the Previous Examination in Law and the LL. B., were very poor. The candidates for these two legal examinations were remarkably successful. Except in the Morris College in which the number of students decreased for some unexplained reason, the number of pupils in Colleges has increased considerably. The affiliation of the Victoria College of Science up to the M. Sc. standard was a recognition of the efficiency of the instruction imparted at this institution and the completeness of its laboratory equipment. It is disappointing that plague should have necessitated the abandonment of the first M. Sc. class.

The Chief Commissioner is glad to recognize that a better tone now exists in all colleges and he trusts that the calm of student life will not again be ruffled by the wind of disloyal oratory. The establishment of the committee to advise students proceeding to England should do much to prevent the interference of pseudo-political interests with study.

6. The Director of Public Instruction begins his review of secondary education by a reference to the result of the Matriculation examination held in March 1909, which he characterises as absolutely disgraceful to our schools.

Mr Hill, believing that these signally bad results were to be ascribed to premature promotion from one standard to another, of boys whose studies had been interrupted by plague, directed Headmasters and Inspectors to eliminate from the 7th class in high schools all boys who might appear unfit to assimilate the instruction given in that standard. In spite of the action which was taken on this order the results of the Matriculation test were even worse in 1910 than in 1909. Some officers of the Department consider that at the Matriculation examination of the current year an unusually high standard was demanded and do not infer from the result that the quality of the instruction or the equipment of schools in the Central Provinces and Berar is defective. Allowing that the University has of late years raised the standard of the Matriculation examination, this, though it may and probably does explain the small degree of success attained (since the percentage of passes for the whole University was only 28) would not excuse it, unless the standard set were unreasonably high, of which there is no indication beyond the failure of candidates to pass. In view of the small proportion of certificated teachers in secondary schools, of the frequent interruption of the session in late years by plague, of the overcrowding which has resulted from the unchecked admission of new scholars to Government schools in some of the larger towns and the undoubted deficiency of science teachers and laboratory equipment in High schools, Mr. Craddock would be slow to infer from the failure of candidates sent up by our schools that the examination is more severe than it should be in order to exclude from the University boys who are unlikely to profit by a College course. The attention of the staff has already been drawn to the danger of premature promotion; the evil of overcrowding is now being dealt with by the Director of Public Instruction. Special provision has been made for the training of science teachers in the Victoria College of Science under the supervision of the Principal, Mr. Beckett, and a survey of the requirements of a number of schools in the matter of laboratory equipment has been made by Mr. Beckett and as funds are available, the extensive deficiencies will be supplied. The elevation of the Jubbulpore Training Institution into a Training College with a well paid staff of professors under the management of Mr. Spence may be expected to result in time in an improvement in the qualifications of masters of secondary schools; but full advantage will not be derived from this measure until the scale of pay of the masters has been raised as proposed in the letter referred to in paragraph 2 of this Resolution, so as to enlarge the field for recruitment.

During the year a School Leaving Certificate examination was for the first time held under rules approved by the Government of India. For want of agency to conduct a complete local examination it was decided that the test should consist of the University Matriculation examination supplemented by an oral and practical test conducted by the Circle Inspectors. It was further directed that the certificate should not be given to candidates who do not take vernacular in the Matriculation examination. The result of the oral and practical test was much more favourable than that of the Matriculation. A large number of the candidates were not however eligible for the certificate because they had not taken a vernacular in the Matriculation examination As the School Leaving Certificate will in future be accepted as a qualification for Government service in place of the Matriculation qualification and as the University recognizes the School Leaving Certificate examination as equivalent to the Matriculation for admission to the University, it is probable that all candidates for Matriculation in future will take vernacular as one of their subjects, the number of optional subjects being therefore in practice reduced by one. While fully recognizing the importance of a knowledge of vernacular the Chief Commissiner is inclined to think that the rules may be too rigid in this respect, and the matter is now under the consideration of the Director of Public Instruction.

The readiness with which money has been subscribed for the erection of high school buildings or hostels in connection with High schools leaves no doubt that there is a strong desire for higher secondary education. It is necessary that this demand should be met as soon as possible, but it is better that it should be temporarily ineffective than that existing schools should be overcrowded or new schools opened with inadequate staff and equipment.

7. In middle English classes the number of pupils was almost the same as last year though there have been some variations in the several Circles. In many schools the limit of accommodation has been reached and substantial increase in the numbers in this class of institution must not be looked for without considerable additional expenditure for which funds are at present not forthcoming. The curriculum was revised during the year, but has not been fully introduced for want of text books.

8. The same moderate increase in the number of scholars under instruction in primary schools has occurred this year as in several preceding years, Chhattisgarh furnishing nearly half the total increase. Until the measures alluded to in paragraph 4 of this resolution come into effect, want of funds must strictly limit the extension of primary education: except in Berar where money is more plentiful than in the Central Provinces, all villages with money to spend are now provided with schools and in those which are left little is to be expected from private effort. When Local Funds are relieved of a part of the charges of schools in small towns and large villages, there will be money to spend on the smaller places. Berar is the only part of the Province in which there is any surplus available for education after paying for the Board schools and this small sum is being expended in grants-in-aid to a few private schools under rules which require that about half the total expenditure on the aided school shall be provided from private sources. In Nimar feeder classes have been established at private expense in villages situated too far from a primary school to admit of the attendance of small children; children attend the infant and first standard classes close at hand and when they are of an age to walk 2 or 3 miles to a school they join the second standard in the nearest primary school. This method of increasing the areas served by a school appears worthy of adoption elsewhere.

The education of the Mahars, Mangs, Chamars and others of the lowest castes advances slowly. There is considerable difference of opinion as to how far this is to be ascribed to opposition of the higher castes and how far to the apathy of the lower castes themselves. No doubt the backwardness of these classes is to be referred to both causes: but there are unmistakeable signs of a change especially in the south of the Provinces. The more sophisticated of the Mahars and other low castes have acquired new ambitions and a wider outlook: in one town there are Mahar Municipal members, in another a Mahar newspaper has been established. This activity on the side of the low castes finds its complement on the other side in the schools for low castes which were established by Brahman gentlemen in Berar. In spite of these evidences of progress, it is still reported from Berar that although wherever there are Government or Board School buildings, Mahars are allowed to study inside the buildings, the masters frequently neglect them in favour of boys of better castes; while in schools held in private buildings, members of the untouchable castes are relegated to the verandahs.

In the Nagpur district, where the United Free Church Mission has for many years provided a large part of the educational facilities available, Mahars are better represented in the schools than elsewhere.

The great majority of primary schools in the districts of the Central Provinces are provided with buildings, although accommodation is often insufficient. But in Berar 476 out of 744 primary schools have no appropriate buildings. The provision of buildings is a matter which in a rich country like the greater part of Berar might well be undertaken by private effort. The Chief Commissioner notices with approval the efforts made in the Buldana district to rouse public interest in the subject and he hopes this example may be followed in other districts of that Circle.

The pay of a large proportion of primary schoolmasters is still quite inadequate. In some cases even certificated masters have to be content with Rs. 8 per mensem, or little more than the lowest wage on which a labourer can be hired by the month.

9. The increasing extent to which hostels attached to high schools and colleges are utilised is very satisfactory. The Chief Commissioner has had under his consideration the question of the recurring cost to Government of these institutions which is at present unnecessarily high. In Berar where there are a large number of Middle English schools or Vernacular schools with English classes attached, the demand for Middle school hostels is apparently weak; in the Nagpur Circle on the other hand where English schools are fewer the Inspector reports a strong demand.

10 In paragraph 95 of his report the Director of Public Instruction notices the extensive reforms in the training department which were sanctioned during or immediately after the end of the year. These changes should have a far-reaching effect on the efficiency of the instruction in all classes of institutions. At present something less than half the number of secondary and primary teachers employed is certificated, in Berar the proportion is particularly small. In the Amraoti Normal School 5 stipends were vacant. This was due not to paucity but to the inferior quality of candidates, a large number of whom were unable to pass the qualifying examination. Improvement of the prospects of teachers must go hand in hand with improvement of the arrangements for training them, if full value is to be obtained from the latter.

11. In the Department of technical and special education the only addition to the facilities offered was the establishment of 3 scholarships in mining tenable at the Sibpur College. The Victoria Technical Institute at Amraoti has been organized on thoroughly practical lines and has made a good beginning. The account of the Engineering class at Jubbu'pore is not satisfactory: this institution has never given completely satisfactory results, mainly owing to the absence of provision for practical training in a workshop. The Chief Commissioner is about to submit to the Government of India a scheme for a school of Civil and Mechanical Engineering to be established at Nagpur as an appanage of the Victoria College of Science. When this school is at work the several technical institutions in the Central Provinces and Berar connected as they are by scholarships with similar institutions of higher grade should meet for some years to come the local demand for special education. The young men who are awarded the State Technical Scholarships for study in Europe appear to make a very good use of their time: but it is not always easy for them to find employment in which they can utilize to the best advantage the knowledge they have acquired.

12. Almost the whole of the increase in the number of girls under instruction has occurred amongst girls attending boys' schools in Nimar, Wardha and Balaghat. The Inspectress points out that further increase in the numbers under instruction in girls' schools proper is impossible without additional expenditure. This is no doubt true, but the poor response made by the rural population to the efforts made by Government to provide their daughters with education does not in the Chief Commissioner's opinion warrant additional expenditure. Even the most elementary female education is still terribly hampered by social custom. Many of the girls are withdrawn from school before they reach the second standard and an insignificant percentage complete the primary course. In these circumstances, the Chief Commissioner is disinclined to open new schools without some strong proof that the demand is real and lasting. The Chief Commissioner has, however, sanctioned the payment of grants-in-aid equal to half the cost of classes to be taught in the afternoon by the masters of 'half-time' boys' schools. The Director of Public Instruction quotes a suggestion from Mr. Evans, Inspector of Berar Circle, that expenditure on female education should be concentrated in the more favourable localities. While recognizing that there is something to be said in support of such a course Mr. Craddock is averse from a retrograde policy. To abandon a number of established schools would be a confession of failure which could not fail to prejudice the cause of female education all over the Province. Progress may be slow and results disappointing, but persistent effort must have its effect eventually The great need of this department of education appears to be a better supply of trained teachers: the success of the Female Normal School at Jubbulpore under the superintendence of Miss Levi is therefore a gratifying feature of the report, and the Chief Commissioner

notices with pleasure the establishment by the widow of the late Raja Gokuldas of a scholarship tenable at this school. The Amraoti School still fails to attract the full complement of pupils. It would appear that in the Maratha country women are less ready to take to this means of livelihood than elsewhere. A valuable contribution to the progress of female education is the establishment of the female training schools by Missions at Howbagh near Jubbulpore and at Bilaspur. Miss Haes does not spare herself in the administration of her branch of the department and the Chief Commissioner desires to record his appreciation of her whole-hearted devotion to her difficult charge.

13. Finance and the supply of trained teachers are the two principal difficulties to be met by the managers of European schools in these Provinces. Financial pressure was considerably lightened during the year by the endowment of the Bishop Cotton School at Nagpur to the extent of Rs. 40,000 as a result of a subscription initiated by the Lord Bishop of Nagpur. It has also been proposed that this school should share in the Hector Mackenzie legacy.

The Inspector reports that he sees distinct improvement in the teaching staff. Not much resort has as yet been made to the Sanawar Training School, but several masters trained in that institution are now employed and the Convent schools have had several of the nuns trained at Simla and Poona. In Protestant Boys' schools, at least, many of the assistant teachers regard their employment as a stop gap while they are looking about for something better, and naturally do not take the trouble to get themselves trained as teachers. Something has been done by means of special grants for the improvement of salaries to increase the attractions of employment in these schools, but very much remains to be done before the conditions of service are rendered lucrative enough to induce a sufficient number of men of the right stamp to qualify themselves and take up the work as a permanency. The Director of Public Instruction will no doubt consider further the question of the modification of the middle school curriculum, which in the opinion of the Joint Inspector is too elaborate.

14. The year was an eventful one in the annals of Muhammadan education. A Government High School for Muhammadans was opened at Amraoti and it was decided to convert the Urdu class in the Amraoti Normal School into a separate Muhammadan Normal School and to attach an Urdu class to the new Normal School to be opened at Khandwa. It may be hoped that these measures will remove one of the principal stumbling blocks in the path of separate Muhammadan education in these Provinces: but it remains to be seen whether better use will be made of these new and enlarged institutions than of the existing Urdu Training class in Amraoti.

Since the movement for separate representation of Muhammadans on the Councils began, there has been in the Central Provinces and Berar as elsewhere a considerable growth of communal feeling which has here manifested itself in efforts to improve the provision for Muhammadan education : it would appear from the remarks of the Director of Public Instruction that there are signs that this awakening is reaching the rank and file of masters and pupils in the schools with good results. The forthcoming session of the All India Muhammadan Educational Conference at Nagpur will no doubt further stimulate this revival. Mr. Craddock has noted with approval the public spirit which prompted the establishment at private expense of a large number of scholarships tenable by poor boys in the new High School; but he takes this opportunity of advising the managers of the school to eliminate poverty from the qualifications for tenure of these scholarships or at least of the great majority of them. Scholarships should be available to help the clever poor boy through his course; but merely because he is poor, to pay for the schooling of a boy, who is barely able to qualify for admission, is waste of money. The fact that 11 out of the 42 scholars referred to above had to be removed from the High School as unfit to profit by the instruction is an indication of the danger of allowing charity too large a voice in the allotment of scholarships. Government has done and is doing so much for Muhammadan education in these Provinces that it behoves the leaders of the community to see that private funds are applied to the greatest possible advantage.

15. The history of the rising in Bastar which occurred just at the close of the year under report presents a warning against an unduly forward policy in matters educational in wild country and amongst a primitive people. In such surroundings every state official is a potential source of annoyance to the people and even the blessings of free education may be too dearly purchased at the price of liberal free rations for the teachers.

The Rajkumar College sustained a serious loss in the retirement of its Principal, Mr. Oswell, who had held the post since the foundation of the College in 1894 and had completely identified himself with the institution. The Chief Commissioner heard with great regret the news of his death in England.

16. The question of direct moral instruction in schools was under consideration during the year. Apart from the general influence of masters on the characters of their pupils, an influence which Mr. Craddock regrets to see is rarely exercised outside the school room, the library provides at present the only instrument for developing the characters of pupils on right lines and setting before them ideals appropriate to their position. The Commissioner of Berar is engaged in investigating the possibility of affording facilities for religious instruction in schools in that part of the country, and the Chief Commissioner hopes that some result may accrue from his labours. It is a matter in which the active interest of the parents must of necessity be the supreme factor.

17. The Department of Public Instruction is becoming the most important branch of administration. There is no lack of zeal and enthusiasm in all branches of secondary and higher education, both among the officers of the Department and among the more enlightened classes of the people ; but in every case the amount of public support falls short of requirements, and the demands upon public funds are practically unlimited. The number of institutions cannot be increased at the expense of those now actually existing, and, unless private effort is willing to take upon its shoulders a burden far greater than it has yet shown itself ready to support, progress must be very slow. The resources of the Government must be devoted rather to improving the quality than to increasing the quantity of public education : it is upon this object that the efforts of the Administration are being concentrated, and it is much to be desired that the public should recognize the soundness of this policy and give it their support. In regard to primary education the enthusiasm is not so keen, but it is growing, and though there are still many villages in the more backward districts where a good number of the inhabitants would not be sorry if the village school disappeared, there is increasing evidence in rural tracts of a demand for schools which is larger than District Councils and Boards can meet. To cover the deficiency local resources must be drawn upon, and though the present nominal fees must be retained to benefit the poor parents there is no reason why the well-to-do among each local community should not help more than they do in supplying the wants of their own immediate neighbourhood. If schools in the larger villages are thus locally supported the general District funds now spent upon them will be set free for extending primary education in poorer areas.

18. The Chief Commissioner has much pleasure in acknowledging the good services of the Inspectors and the other officers mentioned by the Director, and of the excellent relations which they maintain with Commissioners and District Officers. Mr. Sly, the Commissioner of Berar, and Mr. Evans, the Inspector of that Circle, have shown what good results can be obtained by such co-operation. Mr. Craddock is also glad to hear of the more numerous instances in which school masters have come forward to help in the cause of inoculation against plague. He hopes that the cases in which masters oppose inoculation or are apathetic in the matter will disappear, for the advantages of inoculation have now been so amply demonstrated that opposition on the part of an educated man argues either defective intelligence or an amount of prejudice and obstinacy which are positive disqualifications for the responsible work of a teacher in a school.

19. Mr. Hill's departure on furlough preliminary to retirement marks the end of his six years' incumbency of the Directorship ; and the Chief Commissioner desires to record his opinion of the debt which the Provinces owe to him, for his whole-hearted and untiring efforts in the cause of education. His period of office started just as the administration of Berar was attached to the Central Provinces, and at a time of particular difficulty when a great many changes both in policy, principles and details were being brought under discussion and revision: and although a great many of the reforms which he has worked upon could not be fully introduced during his time, yet he will have full satisfaction in feeling that the long and continuous labour which he devoted to them is about to bear fruit, and that his constant efforts for the improvement of education have been warmly appreciated both by the Administration and by the public.

ORDER.—Ordered, that a copy of this Resolution be submitted to the Government of India, Home Department, also that a copy be forwarded to the Director of Public Instruction, Central Provinces, for information and guidance, and that it be published in the *Central Provinces Gazette*.

B. P. STANDEN,

Chief Secretary to the Chief Commissioner,

Central Provinces.

Govt. Press, Nagpur :—No. 1859, Civil Sectt.—19-12-10—400.

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No. 461-S.

FROM

S. C. HILL, ESQ., B. A., B. SC.,

DIRECTOR OF PUBLIC INSTRUCTION,

Central Provinces,

TO

THE SECRETARY TO THE HON'BLE THE CHIEF COMMISSIONER,

EDUCATION AND MEDICAL DEPARTMENT,

Central Provinces.

Pachmarhi, the 7th July 1910
Nagpur, the 19th August 1910

SIR,

I have the honour to submit the Annual Report on the state and progress of Education in the Central Provinces and Berar for the year 1909-10. As this is the last report I shall write I may perhaps be excused for making it somewhat longer than usual, for entering upon certain matters not usually dealt with and for recapitulating shortly the main changes which have taken place during my period of office.

2. When I took over charge in 1904, Berar had been but recently amalgamated with the Central Provinces, and the results of the Educational Commission had been only recently embodied in Lord Curzon's famous Resolution which was published for general information and guidance as "Indian Educational Policy".

3. *Berar.*—As regards Berar the only orders which had been issued in Educational matters were that Berar should conform in all things to the Central Provinces. Seeing that the Educational system of Berar was based mainly on that of Bombay and the Educational system of the Central Provinces was a somewhat eclectic one based chiefly on that of Madras, these orders were distinctly hard upon Berar, but as Lord Curzon's reforms bound the two Provinces together and placed both under the University of Allahabad it was evident that uniformity of some kind must be enforced. The chief change introduced into Berar has been the Central Provinces system of inspection by Deputy Inspectors in independent charge of their ranges, but the Berar preference for the old text-books has been respected, all that is required being that Berar schools shall work up to the same standards as Central Provinces schools for the award of scholarships and prizes. As regards scholarships in many cases the Berar schools have their own rules and of course retain all their special prizes. Other introductions into Berar are the Central Provinces system of Physical Exercises and the teaching of Drawing in association with the Bombay school of Art in the Berar Middle English schools. The actual amalgamation of the Educational staff in the Central Provinces and Berar has been postponed until orders have been received from the Government of India on the proposed reorganisation of the Educational Service as a whole, but some time ago I drew up in consultation with Mr. Candy a combined list showing the relative positions which should be held by the officers of the Central Provinces and Berar respectively. This will, I hope, facilitate matters for my successor. The result grant system previously abolished in the Central Provinces lasted for a short time longer in Berar, and is now absolutely extinct, though indigenous schools are constantly appearing and disappearing.

4. *University.*—As above mentioned the Central Provinces are now educationally within the territorial limit of the Allahabad University, accordingly the preparation of the Chhattisgarh and Nagpur students for the examinations of the

Calcutta University, and of the Berar students for Bombay has been discontinued. All students are prepared for the examinations of the Allahabad University, and, as the Matriculation Examination is a school examination, this means that the courses of all the High schools and indirectly of the Middle English schools have been made uniform. A matter that is still unsatisfactory is the very imperfect representation of the Central Provinces in the councils of the University.

5. *Colleges.*—In 1904, all the Central Provinces Colleges were Arts Colleges with Science Departments. Since then the Victoria College of Science has been established and has taken over all the higher science work of the Hislop and Morris Colleges. The Libraries and equipment of all the Colleges have been considerably improved. A large grant has been made to the Hislop College to enable it to complete its buildings. Arrangements have been made to provide the Morris College with a more suitable building outside the City, and plans and estimates amounting to over three lakhs of rupees for a really handsome Government College at Jubbulpore have been sanctioned by the Chief Commissioner. The staff of the Morris College has been strengthened by the addition of a European Principal and Professor with further grants to improve the salaries of the Indian Professors. The staff of the Jubbulpore College has been increased and proposals for adding two more European officers have been sent up to the Government of India. Lastly, the whole question of creating a real Provincial Educational Service, from which the Colleges are to be chiefly staffed, has been thought out and is now with the Secretary of State.

6. *English Education.*—In 1904, the question as to how far Government should undertake the management of the English schools and how far this should be left to private persons and Local Bodies was undecided. It is now settled that at the head-quarters of every district there shall be a properly staffed and equipped Government High school; some of the Municipal and Private High schools have been provincialized, and others will follow, the present Middle English schools at head-quarters being raised to the rank of High schools. Quite recently the size to which these schools shall be allowed to grow has been settled and a decision arrived at as to the staff required for providing proper instruction. Several schools have been provided with Hostels on a standard plan and allowances have been made for staff and equipment. The great question now to be discussed is how the cost is to be met, *i. e.*, how far by Government and how far by fees and public contributions.

7. *Scholarships and Fees.*—The old system by which scholarships were reserved for poor boys has been swept away and the rules which made fees dependent upon the income of parents have been abolished as unfair and unreasonable. New scholarships have been founded to encourage those who have a bent for industrial and technical occupation or professions, and the Government of India now encourages clever students of this kind to go to Europe to complete their studies. The teaching of Drawing in all grades of schools has been encouraged by a more generous grant of prizes.

8. *Curriculum.*—The curriculum of the English schools must always depend more or less upon the University, but to prepare the boys for the Matriculation course the curriculum in the first four English classes has been completely remodelled upon more practical lines, especially as regards Mathematics, English and Science. To ensure the proper teaching of Science, authoritative lists of school requirements have been prepared, and as time goes on the schools will be provided with laboratories and all the necessary apparatus. Again in order to be sure that the teaching in all English schools may be of a sound and practical nature a Departmental Oral and Practical Test has been instituted in connection with the University Matriculation for a School Leaving Certificate. To enable Aided schools to obtain teachers capable of meeting modern requirements large salary grants have been made to those that need them.

9. *Secondary Teachers.*—These have all been placed in a graded service with improved pay and prospects, which will be greatly bettered if the Secretary of State sanctions the proposals laid before the Government of India more than a year ago.

10. *Vernacular Education.*—This includes Primary and Secondary Education. The curriculum for all Vernacular schools has been revised on more intelligent lines and the present unpopular and unsatisfactory general readers will be replaced by more interesting ones as soon as an agreement can be come to with the Government publishers. Nature study has been substituted for agricul-

ture, and will be taught in all schools as soon as teachers are available. As regards the teachers in Primary schools, their salaries have been considerably raised and the employment of monitors on a low salary has been prohibited wherever it is possible to replace them by qualified teachers on reasonable pay. Proposals have been made and are now under consideration to provide every district with a sufficient number of Middle Vernacular schools, so that that class of the people which wishes for Vernacular Education only for its children may be sure that such education is really imparted. The Local Administration is also considering proposals for a Vernacular School Final Examination which will guarantee the boys receiving a sound vernacular education and which will qualify for admission to the Normal schools. The extension of Primary Education is now limited by two considerations, *viz.*, the supply of qualified teachers and the provision of money. The former it is hoped will be met by the new scheme for training teachers, the latter by a recently sanctioned system of grants-in-aid which will enable Local Bodies to open schools wherever they are wanted.

During the period under review one or two minor causes of unpopularity in the Primary school system have been abolished, *e. g.*, Arbor Day, which compelled schools to plant trees in large numbers on the King's birth-day, without much regard to the possibility of keeping the trees alive through the next hot weather.

11. *Training of Teachers.*—In 1904, the Normal School Course for Primary Teachers was a two years' course. It was unsatisfactory because it admitted boys with very imperfect general education, and unpopular partly because of its length which boys from country districts found unbearable and partly because of the poor prospects of the students as teachers. It has now been decided to demand a higher standard of general knowledge for admission and to devote a single year only to professional instruction. In Berar where there are a great number of Middle Vernacular schools a further course is allowed in order to produce a more highly qualified class of teachers. The Training Course for Secondary Teachers in 1904 consisted simply of certain classes included with the normal classes in the Jubbulpore Training Institution. Quite recently the Secretary of State has sanctioned the creation of a Training College with a two years' course for undergraduates, and a one year's post-graduate course preparing candidates for the University Licentiate of Teaching. Plans and estimates for buildings costing about Rs. 75,000 have been sanctioned, and the staff will be appointed as soon as the Secretary of State has passed orders on the Chief Commissioner's proposals for reorganizing the Provincial Service.

12. *Inspection.*—The proposal of my predecessor to divide the Central Provinces and Berar into five circles corresponding to the Commissioners' Divisions was carried out soon after I took over charge. A more important step was taken under the orders of Mr. Miller by which certain powers were delegated by the Director to the Inspectors and the relations of these officers to the Commissioners and Deputy Commissioners so defined as to produce the maximum of collaboration with the minimum of friction. This step whilst being extremely useful in training inspecting officers in administration has, in accompaniment with the natural development of the Department, greatly increased clerical work, to meet which the Inspectors' offices have been enlarged and the pay of the clerks improved, after a careful examination to see how the work could be most economically managed. As regards Deputy Inspectors the pay of the initial grade has been raised from Rs. 50 to Rs. 60. The charges of those who were most heavily worked have been lightened by the creation of new ranges, but the general improvement of their prospects depends upon the Secretary of State's sanction to the Chief Commissioner's proposals for the general improvement of the Educational Service. These proposals include the appointment of special Inspectorships for Science and Languages, and the creation of Assistant Inspectorships. One of the most important proposals will facilitate European Inspectors getting some acquaintance with the country as Assistant Inspectors before they undertake the responsibility of a circle.

In 1904, the work of inspection was seriously hampered by inspecting officers having to submit endless reports and explanations. These have been abolished whenever they were not absolutely necessary for returns required by the Government of India. Similarly, Deputy Inspectors were relieved of unnecessary inspections and instead of having to tour for a fixed number of days in each month they are allowed to suit their tours to the requirements of other duties.

13. *Director's Office.*—In 1904, the office was carried on by a small body of clerks who were compelled by the amount of the work to transact it in a very informal and make-shift manner. The staff has since been increased by one-half and divided into sections dealing with different branches of correspondence, so that it is possible for each clerk to learn his work and for the Superintendent to ascribe to each his proper responsibility. All that remains to be done is to supply a few more clerks to deal properly with the accounts and the heavy work which will fall upon the office in connection with the Oral and Practical Test for the School Leaving Certificate and the Vernacular School Final Examination.

14. *Muhammadan Education.*—In 1904, there was a good deal of dissatisfaction with the educational provision for Muhammadans. This existed chiefly in Berar, but was found in other places as well. A Government Muhammadan High school has been established in Amraoti, a private Middle school in Nagpur has been subsidized and raised to the rank of a High school. Anglo-Urdu classes have been attached to six of the Berar Anglo-Marathi Government schools in which there appeared to be sufficient Muhammadan pupils to justify the expense. The Anjuman High school at Jubbulpore has been largely subsidized. Urdu Primary schools have been opened in many parts of the Province. The small Urdu class attached to the Amraoti Training school has been reorganized as a separate Urdu Normal school, and an Urdu class has been sanctioned in connection with the new Normal school at Khandwa.

15. *Europeans.*—In 1904 the European schools were at a very low ebb for want of funds. Since then the Government of India special grant of Rs. 12,000 per annum and very handsome grants from Provincial Revenues have placed them in a much better position, and the decision, made a few years ago, to enable them to send teachers to Sanawar for training, promises to do much to improve the instruction given in them. Throughout my tenure of office these schools have had the advantage of inspection by a Bombay officer. For many reasons it would be convenient to have them under the charge of an officer of these Provinces, but there is no doubt that the advice and assistance of an officer belonging to a larger Province are always extremely valuable in dealing with such a class as that of the domiciled Europeans.

16. *Female Education.*—The girls' schools formerly supported by Local Bodies were provincialized before 1904, but they were at that time part—and a very difficult part—of the Inspectors' charges. Our first Inspectress of Schools arrived in India shortly after myself and when the question of the nature of the work to be given her arose, I advised that she should be given as much independence as possible. There is no doubt that we have been most fortunate in the appointment made by the Secretary of State and that such an arrangement as I had advised was in the nature of an experiment, but everything combines to show that it has succeeded and that the general interest in female education is steadily increasing. The only difficulty that now remains is to decide when the demand for girls' schools is real and when illusory. The Chief Commissioner has recently sanctioned a system of grants-in-aid, which will, I hope, be successful in providing a real test. The training of female teachers has not however developed so rapidly as one would wish, but the buildings for the Jubbulpore Normal school begun before 1904 have been completed, and the Nagpur Normal school has been transferred to Amraoti where it is housed in excellent buildings of its own.

17. *General.*—In a country like the Central Provinces containing so many different races and castes it is extremely difficult for a Director who has not had previous service in the Provinces to ascertain the exact educational wants of the people and how best to meet them. What is the best way theoretically and what would be the best way in a more settled and homogeneous Province may not always be the most suitable in a country where the people are often ignorant of the value of education and sometimes hostile to its introduction. This necessitates long and laborious consultation with the Civil authorities and often what is only the second or even third best method according to educational theories has to be adopted if the great end, *i. e.*, the obtaining of popular support and good will is to be accomplished. The reforms suggested in Lord Curzon's Resolution had therefore to be examined with care and every one interested in education to be consulted before proposals could be submitted to the Local Administration and before the Local Administration could address the Government of India. Thus

if progress appears to have been slow as compared with other Provinces we are at any rate sure that what changes have been carried out have been made after careful deliberation and with the concurrence of those who are best qualified to judge, whilst the proposals sent up to India have been based on a careful survey of all the facts available and will, if granted, be acceptable to the public generally as well as to the officers immediately concerned with education. The general position is that the reforms recommended by the Commission which resulted in the 1904 Resolution have, so far as they are applicable to the Central Provinces, been carried out or put in train for settlement.

I take this opportunity of thanking not only the officers of my own Department for the loyal support they have given me, but also those officers of other Departments who are concerned with education for their very friendly co-operation.

18. As in past years the Inspectors of Schools and Principals of Colleges have done good and steady work, under, I am glad to say, more pleasant circumstances than in the previous year, owing to the improved political atmosphere. The Circle Inspectors' reports are all good of their kind, but it is not always remembered that some reference to previous years is necessary in order to show the progress made during the year under report, and that what remains to be done should be clearly pointed out with suggestions how to do it. Nor do all the Inspectors bear in mind that if they will only follow the same lines in drawing up their reports, this will give the Director a much better chance of obtaining a correct general view of the Province as a whole. The reports submitted by Messrs. Williamson and Evans are both interesting as records of work and suggestive as to what is wanted in the future.

Mr. Spence and Mr. Mitchell have given me much assistance in working out the details of the departmental test for the School Leaving Certificate and the arrangements for the new scheme of training teachers. Mr. Hesketh's care and trouble in preparing the Code for European schools has been acknowledged by the Chief Commissioner. Mr. Beckett undertook a detailed survey of the science equipment of our High schools during the closure of his College on account of plague. Khan Bahadur Nizam-ud-din officiated as Inspector of Schools, Nerbudda Circle, for part of the year.

During the year Messrs. Williamson and Evans passed the Departmental Examination in Marathi and Messrs. Macnee and Kilroe the examination in Hindi.

I have the pleasure of bringing to the notice of the Chief Commissioner the following officers, all of whom have done good work as teachers or inspecting officers:—

Miss S. E. Levi, Lady Superintendent, Female Normal School, Jubbulpore.
Miss A. Lima, Assistant Inspectress of Schools.
Mr. Sheo Prasad Pande, Deputy Inspector, Bhandara.
,, M. G. Joglekar, Deputy Inspector, Nagpur.
,, P. L. Kolte, Deputy Inspector, Wardha.
,, Vinayak Babaji, Head Master, Chanda.
,, V. N. Dange, Deputy Inspector, Buldana.
,, R. S. Lele, Deputy Inspector, Amraoti.
,, K. W. Kulkarni, Deputy Inspector, Amraoti.
,, K. Oke, Head-master, Yeotmal.
,, M. M. Misra, Head-master, Raipur Normal School.
,, Amrit Lal, Deputy Inspector, Bilaspur.
,, G. K. Kanitkar, Deputy Inspector, Raipur.
,, Hanuman Pershad, Deputy Inspector, Jubbulpore.
,, R. P. Dwivedi, Head Master, Hitkarni High School, Jubbulpore.
,, V. R. Joshi, Head Master, Hoshangabad.
,, B. G. Bhate, Head Master, Burhanpur.
,, Deobux Rai, Deputy Inspector, Khandwa.
,, Gulab Jago Singh, Deputy Inspector, Chhindwara.
,, Mulchand Dinanath, Deputy Inspector, Harda.

Besides the above officers I wish to mention Mr. R. R. Bambawala, Head Master of the Nagpur Normal School, one of the most useful and obliging officers in the Department, who is constantly referred to by my office on all technical matters. In my office itself I have to record my grateful appreciation of the work done by the late Mr. H. C. Vanderputt, who was for five years

Superintendent, and was instrumental in putting it into a state of order and efficiency which was impossible during the incumbency of his predecessor Mr. Aghore owing to the insufficiency of the staff. Mr. Vanderputt was succeeded by Mr. C. Biden, whose experience in the Secretariat combined with his zeal and interest in his work ought to make him extremely useful in the proper working of the Department. I must also refer to the excellent work done by the clerks in the Director's office. When I took over charge in 1904 it was seriously understaffed and the clerks, mostly young men and untrained, miserably overworked. The office has now been increased by over 50 per cent, and it has been possible to distribute the work so as to give each clerk a fair chance of learning his duties. So for the new clerks the work is at once easier and more interesting, and offers better prospects, but it must be remembered that the burden and heat of the day fell most heavily on those who were with me from the beginning, *viz.*, Messrs. Prabhune, Gopal Rao, Vithoba, Brij Bihari Naik and Panchwatikar. Messrs. Lakshman Rao and Joglekar joined later: but still at a time of stress, and have shown themselves most hardworking and devoted to their duty.

19. During the course of the year Mr. Sadashiv Jairam, Professor in the Jubbulpore College, received the distinction of Rao Bahadur, in recognition of his great services to the College, and in the last Honours List Mr. Nizam-ud-din Ahmad received the distinction of Khan Bahadur.

20. I am glad to record that schoolmasters appear to be becoming more sensible of their duty to set an example in reference to vaccination and plague inoculation. Captain Morrison reports that nearly 60 schoolmasters were inoculated by him, and, of course, many were inoculated by other persons. Captain Morrison, whose zeal in the cause of inoculation cannot be overvalued, personally told me that he owed very much of his success in inducing people to be inoculated, to the influence of village schoolmasters.

Captain Stokes, the Sanitary Commissioner, writes in reference to vaccination that in Hoshangabad, Nimar, Betul and Damoh the schoolmasters rendered every assistance; in Yeotmal, Mr. Oka, Head Master of the Yeotmal Anglo-Vernacular School, caused 150 of the elder boys to be re-vaccinated. In Raipur the majority of masters declined to assist and a few were obstructive. In reference to plague inoculation, the Civil Surgeon says that in Buldana only the Muhammadan teachers—especially Turub Ali of Deolghat—gave assistance. He came forward himself, got his family inoculated against plague, and otherwise gave much assistance to the Civil Surgeon. In Narsinghpur, Nerbudda Prasad of Singhpur and Kanhayalal of Khurpa not only got themselves inoculated but explained to the people the advantages of inoculation, and in Hoshangabad the behaviour of the masters was good. In the town of Wardha 21 masters were inoculated, and the Head Master helped to persuade some 50 people at a village named Sukli to be inoculated. Elsewhere the behaviour of the masters was as a rule indifferent but not obstructive.

In order that good work in this direction may be recognized and bad work punished, I have asked Captain Stokes to inform the Director every year early in June of the names of such masters as may have been prominent in giving assistance or in offering obstruction to his Department for suitable notice in the Annual Report. I may mention that a pamphlet on "Plague and how to escape from it" has been translated into Hindi and Marathi, and is now in process of distribution to all Vernacular Middle schools.

21. The Director of Agriculture has kindly sent me a list of 26 schoolmasters in the districts of Akola, Balaghat, Hoshangabad, Saugor, Betul, Jubbulpore and Chanda who write the accounts of the Co-operative Credit Societies registered under Act X of 1904 and recommends for special mention Mr. Krishnaya, Head Master, Middle School, Sironcha, Mr. Suryabhan Janji, Head Master, Keliweli, and Mr. Radhelal, Head Master, Amla (Betul).

CHAPTER I.—GENERAL SUMMARY.

22. The leading features of the year are as follows:—

(1) The offices of the Inspectors and Inspectress of Schools have been systematically overhauled in order to see what increase of staff was necessary for the increase of work, *vide* paragraph 31.

(2) The Code for European schools has been sanctioned and is ready for Press, *vide* paragraph 133.

(3) The English Edition of Deshi Kasrat has been illustrated and is in process of printing, *vide* paragraph 164.

(4) The rules for the Text-Book Committees have been passed and members nominated, *vide* paragraph 170.

(5) Committees have been nominated for the overhauling of the Libraries of the Jubbulpore, Hislop, and Morris Colleges in connection with the new Science Library to be attached to the Victoria Technical Institute, *vide* paragraph 57.

(6) A Committee with the Director as President has been formed to advise students wishing to pursue their studies in England, *vide* paragraph 58.

(7) Government has entered into negotiations with the Managers of a Hindi Periodical so as to start an impartial organ which will provide interesting and instructive reading for both students and teachers, *vide* paragraph 94.

(8) A provisional draft for a Revised Manual has been prepared, *vide* paragraph 32.

(9) A scheme for a Mining and Engineering School at Nagpur has been elaborated and scholarships have been established for sending students to the Sibpur Mining Classes, *vide* paragraphs 99 and 100.

(10) A memorandum has been submitted to Government regarding the collaboration of the Agricultural and Educational Departments. The award of Agricultural scholarships has been handed over to the Agricultural Department, *vide* paragraph 106.

(11) Sanction has been given to the free distribution to Hindi schools of copies of the Sangit Sar, a complete and exhaustive treatise on Indian music, *vide* paragraph 51.

(12) Definite rules have been promulgated for the formation of games clubs in connection with schools and Colleges, *vide* paragraph 165.

(13) A decision has been come to as to the maximum number to be allowed on the rolls of High and Middle classes, and on the maximum number to be allowed in any single High school, *vide* paragraph 68.

(14) The oral and practical test for the School Leaving Certificate has been held for the first time, and proposals are being considered by the Chief Commissioner for a Vernacular School Leaving Certificate, *vide* paragraphs 60 and 75.

(15) The first Government Muhammadan High school has been opened at Amraoti, *vide* paragraph 144.

(16) The old rules reserving scholarships to poor students have been abolished, *vide* paragraph 74.

(17) The Public Works Department has been asked to prepare standard plans for High and Middle English schools so as to ensure greater economy, *vide* paragraph 70.

(18) A systematic survey of the science equipment of the High schools has been made by Mr. R. H. Beckett, *vide* paragraph 66.

(19) Proposals have been submitted for standard lists of science apparatus for Middle English schools, *vide* paragraph 67.

(20) The revised curricula for Middle English and Vernacular boys' schools were sanctioned and will be brought into effect from the beginning of this year, though the preparation of the new Vernacular Readers has been postponed pending an agreement with the Government Publishers. The Inspectress of Schools is now busy bringing the curricula for girls' schools into uniformity with those sanctioned for boys, *vide* paragraphs 63 and 80.

(21) The teaching of Nature Study as prescribed by the new curriculum has been begun in the Normal schools, Mr. Allan having very kindly drawn up a course for the Normal schools themselves. This has been translated into Hindi and Marathi, *vide* paragraphs 80 and 98.

(22) The opening of a new Normal school at Khandwa with an attached Urdu class for Muhammadans has been sanctioned, *vide* paragraph

146. The Hindu Normal school at Amraoti has been extended, and a separate Normal school for Muhammadans sanctioned. Since the end of the year the Secretary of State has sanctioned our proposals for a Training College at Jubbulpore, *vide* paragraph 95.

(23) The new system for training Primary teachers has been sanctioned for the Nagpur and Jubbulpore Normal schools, and will come into force from the beginning of the next session, *vide* paragraph 95.

(24) Municipal Primary schools, which were in a languishing condition, have been replaced under the supervision of the Deputy Inspectors, *vide* paragraph 44.

(25) Rules for grants-in-aid by Local Bodies to Boys' Primary schools have been sanctioned in Berar and partially introduced in the Central Provinces. Similar rules for grants from Provincial Funds have been sanctioned for girls' schools to test the reality of the demand for female education, *vide* paragraphs 43, 82 and 110.

(26) The Central Provinces range system of inspection is now almost completely adopted in Berar, *vide* paragraphs 37 and 92.

(27) The Berar Muhammadan Educational Conference and the Maratha Conference were held at Amraoti, *vide* paragraph 169.

It will, I think, be evident that though there is nothing very showy to record, beginnings of what may prove very important changes have been made, and, when this record is added to considerable progress in buildings and a strong hope for the speedy settlement by the Government of India of such important questions as the general improvement of Secondary Education, there is good promise of rapid advance in the future, the only cloud in the sky being the present financial stringency.

23. The general statistical summary for the preparation of maps will be found, as usual, in Appendix A.

24. Comparative statistics of educational institutions :—

Class of Institutions.	1908-09.		1909-10.		Increase or decrease.	
	Institution.	Pupils.	Institution.	Pupils.	Institution.	Pupils.
British Territories.						
Colleges ... Arts	3	457	3	479	...	+ 22
Colleges ... Scientific and Professional	2	88	2	99	...	+ 11
Secondary schools ... Boys'	387	47,885	389	50,536	+ 2	+ 2,651
Secondary schools ... Girls'	38	2,363	39	2,309	+ 1	— 54
Primary schools ... Boys'	2,636	1,84,817	2,748	1,97,958	+ 112	+ 13,141
Primary schools ... Girls'	275	14,234	288	15,076	+ 13	+ 842
Special schools	17	864	16	810	— 1	— 54
Total	3,358	2,50,708	3,485	2,67,267	+ 127	+ 16,559
Private Institutions.						
Advanced	7	179	3	53	— 4	— 126
Other schools not conforming to Department standards. Boys'	1	88	1	29	...	— 59
Other schools not conforming to Department standards. Girls'	...	...	...	...	...	...
Total	8	267	4	82	— 4	— 185
GRAND TOTAL	3,366	2,50,975	3,489	2,67,349	+ 123	+ 16,374
Institutions in Feudatory States.						
Secondary schools ... Boys'	17	2,020	20	2,464	+ 3	+ 444
Secondary schools ... Girls'	...	...	...	...	...	...
Primary schools ... Boys'	256	22,940	271	25,603	+ 15	+ 2,663
Primary schools ... Girls'	12	765	13	889	+ 1	+ 124
Total	285	25,725	304	28,956	+ 19	+ 3,231
GRAND TOTAL	3,651	276,700	3,793	2,96,305	+ 142	+ 19,605

25. The only noteworthy point is the increase of pupils in the Secondary schools, *viz.*, 2,651, of whom about 900 are due to Berar, and of Primary schools (125) and pupils (13,983), of which 32 schools and 3,300 pupils are due to the same circle. In the Feudatory States there has been an increase of 19 schools and 3,231 scholars. The Chhattisgarh Circle also shows a marked advance of 58 institutions and nearly 6,000 pupils in all grades.

26. As regards children of schoolgoing age, the percentage of boys has risen except in Chanda and Hoshangabad, in both of which it has fallen. The percentage for girls has remained the same in Bhandara, Seoni, Hoshangabad and Akola, it has fallen in Nagpur and Chhindwara, in all other districts it has risen. The highest percentage for boys is 35·9 in Amraoti and for girls 5·1 in Drug.

27. The number of scholars in various stages of instruction shows a steady increase all round. In Berar there is a nominal decrease for pupils in the high stage owing to the closure of the National School at Yeotmal.

28. In reference to race and creed the figures show a decrease for native Christian girls, Buddhist boys and girls and Gond and other aboriginal boys and girls. In the last case the difference is probably due to misclassification. Nagpur, Chhattisgarh and Nerbudda all report an increase. The fall in Buddhists is due to the fact that the Jains object to be classified as Buddhists and are therefore included as Non-Brahmin Hindus. Chhattisgarh reports that the Brahmins are almost stationary as compared with Non-Brahmins, but the Berar returns show almost 100 per cent of Brahmin boys at school. Mr. Evans ascribes the state of affairs in Berar to the influx of Brahmins since the last census.

29. Abstract of Table IV showing sources of expenditure in British Territory :—

Sources of expenditure.	Total expenditure in		Increase or decrease by	Percentage to total expenditure.	
	1908-09.	1909-10.		1908-09.	1909-10.
	Rs.	Rs.	Rs.		
Provincial and Imperial Revenues ..	9,98,255	10,91,754	+ 93,499	35·66	39·33
District Funds	11,73 885	10,65,612	—1,08,273	41·93	38·40
Municipal Funds	1,58,209	1,58,814	+ 605	5·65	5·72
Fees	1,76,242	1,90,737	+ 14,495	6·29	6·87
Other Sources	2,92,984	2,68,754	— 24,230	10·47	9·68
Total ...	27,99,575	27,75,671	— 23,904	100·00	100·00

The increase of expenditure from Provincial sources is ascribed chiefly to buildings and increased cost of staff. The fall in District Fund expenditure is ascribed to cessation of grain compensation allowance and diminished rate of expenditure on buildings.

Note.—In Column 34 of General Table IV the total expenditure from Provincial Funds is given as Rs. 10,91,754, but the Comptroller in his Preliminary Statement for March gives Rs. 16,62,748. Taking, like last year, the totals of Columns 8, 9, 23 and the totals for Direction, Inspection, Scholarships and Miscellaneous in Column 34, *i. e.*, the figures 511,236; 52,609; 216,841; and 389,026, we get a total of Rs. 11,69,712. To which must be added Rs. 4,89,786 for Provincial contribution to District Councils, giving a grand total of Rs. 16,59,498 which is less than the Comptroller's figures by Rs. 3,250. This discrepancy is probably due to the item of Rs. 21,213 under buildings in Column 2 being incorrect. My office includes under this heading allotments for petty repairs and construction and rents, and is unable to check it from the Inspectors' returns as the latter include expenditure by the Public Works Department of which we have no explanation.

CHAPTER II.—CONTROLLING AGENCIES.

30. I was in charge of the Directorship throughout the year. Besides the ordinary work of the office I had to undertake two somewhat important tasks, *viz.*, the reorganisation of the Inspectors' offices and the revision of the Manual.

31. *Re-organisation of the Inspectors' Offices.*—The devolution of certain powers to the Inspectors under the orders of the Hon'ble Mr. Miller naturally resulted in a great increase of work, and some increase of staff was therefore allowed, but this did not appear to be sufficient if these offices were to be properly staffed. I was therefore instructed to overhaul these offices in order to see whether the

members of the staff in each were fit for their work, and whether any economies could be effected by improved methods of working. After the completion of the task I was compelled to recommend an increase of staff, which has been provisionally granted.

32. *Revision of the Manual.*—This is really a task which requires the undivided energies of an officer on special duty. The Manual is very imperfect containing only a fraction of the rules in force and very seldom giving any reasons for the rules included. The arrangement also admits of improvement. I have therefore prepared a new draft, including all the rules I could find and where necessary adding explanations to make clear their reasons to non-educational officers and such private persons as are interested in education. It is impossible that such a work should be final and I should like it to be circulated for suggestions before it is adopted. In some Provinces, *e.g.*, Bengal and the United Provinces "Indian Educational Policy" is prefixed as a general introduction, but this pamphlet whilst it declares the general policy of the Government of India on which Provincial policies must be based contains no reasoned account of the connection of the State with Education. I have therefore submitted a memorandum on the subject, which, if approved by the Chief Commissioner, will, I hope, explain to the general public the reasons for State interference in educational matters and the reasons why State revenues should be expended in fostering certain branches of Education, whilst others are left to private enterprise.

33. *Inspectors.*—Mr. Evans took three months' leave in August, Mr. Beadon officiating for him and Mr. Kilroe for Mr. Beadon. Mr. Mitchell took three months' leave from the 15th February 1910, and Khan Bahadur Nizam-ud-din officiated for him for the rest of the year. Mr. Candy retired from the 7th March 1910 and was succeeded by Mr. Kilroe.

34. *Collegiate Staff.*—There was no change amongst the officers of the Indian Educational Service during the year, but in the Provincial Educational Service Professor Buxy was ill for a portion of the year and Mr. Desai officiated for him.

35. *Deputy Inspectors.*—In the Nagpur Circle Mr. Tipnis was transferred to the teaching line and Mr. G. K. Agnihotri was dismissed. In Berar Messrs. B. V. Vaidya and G. G. Prabhune retired, Mr. R. S. Lele officiated for three months as Superintendent of my office and Mr. R. S. Phadke was transferred to the teaching line. In Chhattisgarh Mr. D. R. Jhambekar, a very active young officer, broke down in health. In Jubbulpore Mr. Jeorakhan Lal retired. In the Nerbudda Circle Mr. Dixit was placed on leave without pay preparatory to retirement.

36. It would not be fair for me to leave these Provinces without putting on record my opinion that the Deputy Inspectors of the Central Provinces are the most hard-worked officers in the Department. Their work involves the strictest accuracy, with the utmost self-control and the greatest tact in circumstances of peculiar difficulty. They are admittedly the servants of two masters, *viz.*, the Deputy Commissioner and the Inspector, but they are also at the beck and call of every officer connected with education. Their long and frequent absence on tour prevents them from looking after their own families. They are exposed on tour to every kind of hardship—wind, rain, sun and irregular and insufficient food and often the absence of any shelter at night—and they are harassed in their work by every possible form of false accusation and misrepresentation. I am astonished that they do not more often fall victims to the temptations placed in their way and it is a subject of regret to me that it was only in the year under report that I could find time to make a detailed examination into the character and quantity of their work. Had I done this earlier I might have been more successful in doing something to alleviate their lot, but all I have been able to achieve is the abolition of the Rs. 50 grade, which provided a salary and travelling allowance absolutely insufficient for any one to do the work. I hope that the detailed account of their work which will be found in the Revised Manual will obtain these officers a more generous recognition of their worth. I need only add that in my opinion the nature of the work is so arduous that as a general rule no officer unaccustomed to work in the interior should be appointed a Deputy Inspector unless he is a good rider and under 25 years of age.

37. I regret that I cannot wholly include the Berar Deputy Inspectors in the commendation expressed above of this class of officers, but this is largely

due to the faulty system which has so long prevailed in Berar, and which has not, even yet, been wholly got rid of. Still the Inspector reports some improvement in the amount of inspection work done by these officers. I have at various times discussed the matter with the Commissioner, Mr. Sly, and I hope the time is not far distant when the Deputy Inspectors of Berar will be made to realize that they are inspecting officers and not District Board clerks. As I have said above inspecting work is very difficult, and I find that Mr. Williamson when speaking of newly appointed Deputy Inspectors in his Circle, notes that men fresh from College find it particularly difficult to adopt themselves to a life of touring. If this is so, one can easily understand that such officers will be inclined to make their District Board work an excuse for avoiding the hardships of touring. Mr. Rustomji writes :—" I am not sure that the system of recruiting these officers from the teaching staff is a satisfactory one. I am of the opinion that ordinarily no School Master who has been more than five years in the teaching branch should be eligible for these posts. I know that this system of recruiting has not been successful in Berar in the past." According to the old Berar system Deputy Inspectors began on Rs. 125 and naturally young men were not appointed. Fortunately this system has been changed: the Deputy Inspectors in Berar as in the Central Provinces begin on Rs. 60 and I believe Mr. Evans is now getting hold of the right stamp of man.

Extra-Departmental Agencies.

38. *Deputy Commissioners.*—I think I may safely say and without any danger of being misunderstood that the interest shown by the Deputy Commissioners in the educational portion of their work is constantly increasing. This has been specially shown in the success with which funds have been collected in various places in the Central Provinces for educational buildings, *e. g.*, in Wardha and Balaghat in past years and in Chhindwara during the year under Report. Mr. Mayne, now Commissioner of Excise, drew up a short set of " Rules of the road," which were translated into Hindi and Marathi and posted up in all rural schools. It was somewhat disappointing to find some old-world Deputy Inspectors explaining to their schools that these rules had been promulgated by Government for the benefit of the owners of motor-cars, but the discovery of this fact suggested to me during my cold weather tour the necessity of explaining to the boys in the schools I visited that the real object of the Law is the advantage of the subject and not that of the ruler.

39. *Civil Surgeons.*—Under an old Government Order No. 4835-262, dated the 23rd October 1886, Civil Surgeons were required to inspect school buildings and to forward a report in a specified form. In 1904 I found that this order had become almost entirely obsolete and referred the matter to the Inspector-General of Civil Hospitals with the result that in his letter No. 5943, dated the 4th August 1908, instructions were issued to revive the system. It is clearly a useful one and is of much assistance to the Inspectors when they find it necessary to call the attention of Local Bodies to the insanitary condition of their schools. It is also I think useful as it gives the Medical Department an opportunity to advise on matters connected with the prevention of small-pox and plague. Only 18 such reports were received during the course of the year.

40. *Tahsildars and Naib-Tahsildars.*—Mr. Beadon reports deficient work in the Nagpur, Ramtek and Hinganghat Tahsils, whilst Mr. G. R. Deoskar, Tahsildar of Tirora, made 118 inspections. In the Chhattisgarh Circle, the Deputy Commissioner of Bilaspur has severely commented upon the failure of the Tahsildar in respect to visiting schools, and in Drug the Inspector reports similar neglect. Mr. Durga Prasad, Tahsildar, Mahasamund, and Mr. Abdul Gaffur, Naib-Tahsildar, Bilaspur, did good work. In the Jubbulpore Division no complaints are made, and in the Sihora Tahsil every school was visited by the Tahsildar or his Naib. In the Nerbudda Division the work of the Tahsildars has been very satisfactory: the Tahsildar of Seoni-Malwa paid 84 visits to schools and his Naib, 81: the Tahsildar of Khandwa paid 71 visits and his Naib, 80. I regret I have not been furnished with the names of these officers, but the Tahsildar of Khandwa is Mr. Meher Ali, a former Deputy Inspector, and it is pleasing to find such officers maintaining their old interests, whilst it justifies the Department in allowing its officers to better themselves by transfer to more highly paid services. In Berar the work of the Tahsildars

is said to be improving, that of the Tahsildars of Ellichpur, Akot and Yeotmal being expressly commended, but the Tahsildar of Pusad visited only 7 schools during the year and the Tahsildar of Chikli only 17.

41. *District Councils and Boards.*—The following table gives details of the expenditure of District Councils on Education. The figures have been furnished me direct, but I cannot be sure of them as the Deputy Inspectors' reports give different figures. If correct, it is noticeable that it is only in Nagpur and Amraoti that District Council expenditure is less than one-third of the total income. :—

No.	Name of District Board or Council.	Total income.	Education cess.	Fee receipts whether credited into the Treasury or left with Committee.	Provincial contribution.	Total expenditure on education.	Number of children in boys' schools.
		Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	
1	Nagpur ...	1,15,662 14 6	22,269 15 3	2,466 13 6	18,000 0 0	38,025 8 6	7,299
2	Wardha ...	86,850 0 0	13,663 0 0	825 0 0	23,000 0 0	46,812 0 0	8,313
3	Chanda ...	68,702 0 0	7,847 6 3	1,935 0 0	27,000 0 0	25,645 15 1	5,612
4	Bhandara ...	81,453 4 0	13,009 11 3	2,682 2 0	27,500 0 0	30,555 0 0	6,879
5	Balaghat ...	55,079 1 0	7,650 4 8	3,337 15 9	18,000 0 0	25,428 7 8	8,158
1	Raipur ...	1,35,134 1 6	16,279 10 3	6,405 11 8	35,000 0 0	70,024 7 10	14,327
2	Bilaspur ...	1,0.,463 0 0	13,262 0 0	6,257 0 0	27,000 0 0	73,738 0 0	14,650
3	Drug ...	86,521 4 4	12,904 9 11	3,225 13 9	22,000 0 0	44,509 0 0	12,826
1	Jubbulpore ...	1,20,507 0 0	21,586 0 0	3,656 0 0	21,000 0 0	46,085 0 0	9,527
2	Seoni ...	57,935 0 0	6,683 0 0	1,519 0 0	17,000 0 0	24,237 4 8	4,583
3	Mandla ...	65,079 0 0	7,633 0 0	821 0 0	21,000 0 0	27,190 0 0	5,602
4	Damoh ..	6?,280 0 0	7,826 0 0	2,447 0 0	15,000 0 0	23,020 0 0	5,957
5	Saugor ...	75,997 0 0	10,394 0 0	2,297 0 0	21,000 0 0	36,157 0 0	5,710
1	Hoshangabad ...	1,03,751 15 3	14,675 1 10	3,030 0 6	23,000 0 0	37,976 1 4	7,761
2	Nimar ...	88,718 0 0	9,984 0 0	2,162 0 0	20,000 0 0	28,269 0 0	5,043
3	Betul ...	62,868 0 0	7,577 0 0	552 14 0	22,000 0 0	28,352 0 0	2,952
4	Narsinghpur ...	81,057 14 1	13,208 13 2	1,938 4 6	16,000 0 0	31,054 12 1	6,442
5	Chhindwara ...	52,354 0 0	7,331 0 0	1,743 3 6	19,000 0 0	29,789 0 0	6,378
1	Amraoti ...	3 19,842 8 4	45,521 6 6	8,164 3 3	26,000 0 0	97,829 4 11	17,696
2	Akola ...	2,63,258 0 0	40,270 0 0	6,600 0 0	24,000 0 0	1,03,579 0 0	3,525
3	Buldana ...	1,87,042 0 0	29,962 0 0	4,915 0 0	20,000 0 0	88,003 0 0	12,263
4	Yeotmal ..	1,66,431 5 11	18,032 14 3	3,187 10 0	15,000 0 0	65,473 4 1	8,496

42. The following table shows the expenditure of Municipalities on Education : —

Name of Municipality.	Total income.	Fee receipts whether credited into Treasury or left with Committee.	Provincial contribution.	Total expenditure on education.	Number of children in Boys' Shools.
	Rs. a. p	Rs. a. p.	Rs. a. p.	Rs. a. p.	
Nagpur ...	4,72,334 0 0	There are no schools managed by the Municipality		9,325 0 0	...
Ramtak ...	14,020 0 0	327 0 0	1,500 0 0	3,048 0 0	247
Kalmeshwar ..	5,664 0 0	300 0 0	800 0 0	2,677 0 0	313
Khapa ...	8,654 0 0	96 6 6	...	1,392 11 10	267
Saoner ...	11,918 7 9	440 15 0	4,844 0 0	7,556 4 9	364
Mowar ...	6,675 14 6	68 8 0	390 0 0	1,092 3 11	179
Umrer ...	493 13 0	...	1,500 0 0	4,774 0 1	632
Bhandara ...	41,846 0 0	909 0 0	2,425 0 0	6,075 0 0	382
Tumsar ...	6,697 14 3	55 0 6	150 0 0	1,346 4 0	283
Powni ...	5,095 0 0	271 6 6	750 0 0	2,207 0 0	219
Wardha ...	54,919 8 9	171 7 6	...	5,361 9 5	404
Deoli ...	2,000 0 0	...	...	...	...
Hinganghat ..	59,898 0 0	1,327 10 6	1,4 00 0 0	8,470 15 0	515
Arvi ...	25,429 0 0	825 0 0	350 0 0	4,824 0 0	572
Pulgaon ...	8,826 0 0	29 2 6	...	484 0 0	110
Chanda ...	47,618 13 6	287 11 6	...	4,011 2 5	679
Warora ...	30,911 0 0	462 0 0	1,250 0 0	3,888 0 0	408
Balaghat ...	...	...	...	...	...
Jubbulpore ...	2,57,520 0 0	213 0 0	...	16,682 0 0	1,187
Murwara ...	15,254 7 6	914 13 0	1,327 8 0	4,081 9 9	534
Saugor ...	88,560 0 0	440 0 0	...	7,775 6 7	845
Khurai ...	17,341 11 5	452 10 0	...	3,984 8 5	348
Deori ...	4,170 1 3	93 1 0	740 0 0	1,100 9 8	221
Damoh ...	31,044 7 5	1,223 6 3	2,000 0 0	6,161 2 3	802
Seoni ...	60,442 12 10	571 5 0	1,000 0 0	4,085 0 5	334
Mandla ...	13,079 0 0	There are no schools managed by the Municipality			...

Name of Municipality.	Total income.	Fee receipts whether credited into Treasury or left with Committee.	Provincial contribution.	Total expenditure on education.	Number of children in Boys' Schools.
	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	
Hoshangabad ...	24,697 8 3	173 11 0	...	2,552 12 2	360
Sohagpur ...	8,583 0 0	865 0 0	1,500 0 0	2,983 0 0	370
Seoni ...	16,634 2 3	921 11 6	500 0 0	3,007 0 3	375
Harda ...	43,370 0 0	1,470 0 0	1,500 0 0	6,626 0 0	587
Khandwa	97,194 0 0	3,206 0 0	4,500 0 0	9,577 0 0	801
Burhanpur ...	63,353 0 0	1,502 0 0	...	7,304 0 0	952
Narsinghpur ...	14,055 6 0	75 13 6	400 0 0	1,560 6 10	277
Gadarwara ...	18,701 0 0	1,022 0 0	1,800 0 0	3,704 0 0	381
Chota Chhindwara ...	5,697 3 11	47 15 0	125 0 0	3,398 12 5	192
Betul ...	4,506 4 0	99 13 0	360 0 0	1,544 6 0	200
Badnur ...	11,007 11 7	872 11 6	2,500 0 0	3,960 1 3	401
Chhindwara ...	21,163 2 8	1,214 4 3	2,000 0 0	4,034 8 2	436
Pandurna ...	5,314 9 6	136 5 6	500 0 0	1,444 10 0	260
Sausar ...	516 6 0	41 6 0	475 0 0	797 12 0	134
Raipur ...	1,35,201 4 1	507 11 0	3,000 0 0	8,376 2 11	1,034
Bilaspur ...	46,619 3 0	2,883 14 9	2,000 0 0	11,082 13 10	841
Amraoti City ...	73,777 0 0	604 0 0	2,621 1 5	7,946 13 8	1,257
Amraoti Camp ...	16,723 8 6	8 8 0	...	119 0 0	32
Ellichpur City ...	21,369 1 10	369 6 0	1,319 0 8	5,137 7 6	735
Ellichpur Camp ...	16,274 3 3	65 15 6	233 9 11	1,417 14 4	325
Yeotmal ...	24,355 9 0	232 6 6	927 12 7	2,783 5 10	489
Akola ...	75,308 4 9	293 0 6	2,162 8 2	7,299 15 4	821
Akot ...	16,158 13 7	172 9 6	1,064 2 3	3,193 13 0	431
Karanja ..	19,326 13 2	330 12 9	949 2 3	4,043 12 4	622
Basim ...	23,413 2 9	277 14 0	1,216 7 7	4,663 1 11	607
Buldana ...	13,868 6 6	265 7 7	877 14 2	2,987 10 2	251
Khamgaon ...	1,279 7 1	199 13 0	1,079 10 1	3,752 4 0	440
Shegaon ...	16,360 7 2	91 11 6	525 8 7	1,771 8 3	253
Malkapur ...	13,687 0 0	49 7 6	479 0 4	1,466 9 9	238

43. Both the above tables are new and have been introduced without formal sanction, but I have included them partly because members of District Councils and Municipal Committees have often expressed to me a wish to know what others were doing elsewhere, and partly because I think the information will be of general interest. It is evident that, when one considers the numerous claims of other matters upon the Local Funds, the expenditure on Education is heavy, and justifiable only because of the supreme national importance of education. To relieve the drain upon the District Board Funds in Berar a system of grants-in-aid for Primary Schools has been devised in place of establishment of new Board Schools, and this system has been, though without the formal sanction of Government, adopted in certain places in the Central Provinces I should note that when drawing up this scheme in consultation with the Commissioner, Mr. Sly, we thought it advisable not to apply it to Municipalities, on the ground that as the income of a Municipality can be much more easily increased than in the case of District Boards it would not be right in the case of Municipalities to tolerate even temporarily a system which would provide for schools in any degree less efficient than the present Municipal Primary Schools.

44. *Inspection of Municipal Primary Schools.*—I should here mention that for many years the Primary Schools in Municipalities have been under the inspection of the staff of the local English School, on the wholly insufficient ground that they served as feeders to the latter. It was not noted that the instruction given in the Primary Schools was intended chiefly for the masses, whilst that in the English Schools was intended for the classes, hence to treat the Primary Schools as mere feeders to the English Schools was a mistake, and tended to a neglect of the three R's not found in Rural Schools. To bring them up therefore to the standard of the Rural Primary Schools, the Municipal Primary Schools have been replaced under the inspection of the Deputy Inspectors.

45. *School Committees, Local Board Members, Missions, Anjumans and Sabhas.*—There is little of interest to record under these heads, except perhaps that now and then the Committtes are too much under the thumb of the master whom they are supposed to control, *e.g.*, the Vice-Chairman of the Nagpur District Council reports that Committees sometimes threaten to resign *en bloc* if their particular Head Masters are removed. I have had one or two such threats sent to me direct, but after the letter was filed nothing further was heard of the matter.

CHAPTER III.—COLLEGIATE EDUCATION.

46. *The University.*—During the year the Local Government of the United Provinces has pressed the necessity of supplying the University with suitable buildings for examinations and other special work. The Chief Commissioner has accordingly subscribed Rs. 25,000 to the cost of these buildings, but I am afraid that the interest taken by the few wealthy men we possess in a foreign university is not strong enough to justify the expectation of this sum being supplemented by large private subscriptions, especially as our own school buildings are making such large demands on public generosity.

47. *Post Graduate Scholarships.*—There are only two post graduate scholarships in the Central Provinces at present, and at the instance of the Principals of the Colleges I called a small meeting to discuss the advisability of establishing a larger number which should not be limited to Science. Our proposals however were not accepted by the Chief Commissioner.

48. *Holidays.*—As there appeared to be considerable diversity in the holidays given by different institutions, and as the rules in the Manual did not work well with the rules laid down for the holding of examinations and the publication of their results, the question was discussed informally with the Principals of Colleges and new rules, which were accepted by the Chief Commissioner, were devised. Though apparently giving longer holidays than were allowed before, these rules really allow only such holidays as the Colleges are compelled to take by the necessity of closing before and during the examinations and the impossibility of re-opening before the examination results are published and the Government scholarships awarded. At the same time as these rules were made for the Colleges, greater latitude was granted to schools so that the holidays might allow of schools being closed during the respective festivals of different religions.

49. *Examinations.*—The results of the University Examinations held in March and April 1909 which were given in the body of last year's report, will be found in General Table VI appended to this report. It is to be hoped that in future the University will manage to accommodate the dates of examination to the period of the Annual Report.

50. The following table shows the detailed results for the different Colleges and also the caste or creed of the successful candidates the University Examinations held in March 1910 :—

Examination and Colleges.	Number of candidates.	Caste or creed of successful candidates.						Total number of successful candidates.
		Europeans or Eurasians.	Native Christians.	Brahmins.	Non-Brahmin Hindus.	Muhammadans.	Others.	
M. A. (Previous.) Examination.								
Morris College, Nagpur ...	2	...	...	...	1	1	...	2
Teachers ..	5	...	...	3	...	...	...	3
M. A. (Final) Examination.								
Teachers. ..	2	...	...	1	...	...	...	1
B. Sc. Examination.								
Jubbulpore College ...	12	...	...	2	1	...	...	3
Victoria College of Science ...	*6	..	...	3	...	...	...	3
B. A. Examination.								
Jubbulpore College ...	14	...	...	2	2	1	...	5
Hislop ,, ...	25	...	...	4	1	1	...	6
Morris ,, ...	18	...	...	5	...	...	...	5
Teachers ...	12	...	...	1	2	...	...	3
Intermediate Examination.								
Jubbulpore College ...	78	1	...	9	20	2	...	32
Hislop ,, ...	74	4	...	19	6	1	...	30
Morris ,, ...	55	1	...	22	2	...	...	25
Teachers ...	34	...	...	4	2	...	...	6
Previous Examination in Law.								
Jubbulpore College ...	...	...	...	...	1	...	...	1
Morris College ...	54	1	...	25	8	...	...	35
LL. B.								
Morris College ...	32	..	...	21	5	1	...	c 27

* *N. B.*—This figure includes 4 students of the Morris College and 2 of the Hislop College, Nagpur.

It will be observed that the Brahman candidates are still far ahead of all others. The Muhammadans however have not done badly having passed 2 candidates in the B. A. and 1 in the M. A. (previous). It is also satisfactory to find so many teachers trying to improve their qualifications.

51. *Distribution of Educational Literature.*—Up to recently very little has been done to supply schools and colleges with Educational Literature, but during this year the Board of Education, London, has begun to send out copies of its publications, and the following have been widely distributed to various officers and institutions, *viz* :—

Science Teaching in Public Schools,
Music in Secondary Schools;
Teaching of Geometry and Graphic Algebra in Secondary Schools,
Toaching of History in Secondary Schools,
Syllabus of Physical Exercises,
Syllabus of Lessons on Temperance,
Teaching of needlework.

Besides the above sanction has been given to the supply of copies of Sangit Sar, a complete and exhaustive treatise on Indian Music in the Hindi language to all Government and Board Institutions in the Province. Considering the all prevailing love of music it seems strange that no work of this kind has been produced before, but its appearance gives promise of a brighter future and opens the possibility of singing forming some day a part of the educational system in India as it does in many western countries.

52. *Jubbulpore College.*—The staff has been increased by the appointment of a Lecturer in Physiology and of a Demonstrator in Chemistry and Physics.

The number of pupils has risen from 154 to 186, but the percentage of attendance has fallen, owing to plague, from 86 to 77. The average cost for each pupil has fallen from Rs. 260 to Rs. 248 owing to the increased average attendance, but the cost to Government still stands at Rs. 170.

The number of boarders in the hostel has risen from 74 to 82, the boarding fee paying just about one-third of the actual expenses. As regards the buildings the plans and estimates are still with the Public Works Department. The estimates have grown considerably and probably some modifications will be necessary to comply with the demands of economy. Mr. Spence acknowledges the assistance given him by Professor K. K. Bernard in the re-arrangement and recataloguing of the library. It appears that the college opened the year "with the promise of good sound successful work. The tone was healthy and a spirit of cheerfulness and industry pervaded both students and staff." Whilst the college remained open the discipline of the students was satisfactory, and the atheletic and essay clubs made a good beginning. Unfortunately this fair promise was marred by a serious outbreak of plague, which caused the college to be closed in January for the rest of the session.

53. *The Hislop College.*—The number on the rolls increased from 163 to 175, but the Principal has given no information as regards attendance. The new buildings, for which Government has given a grant of Rs. 9,000, are half-completed and should do much to benefit the college. The library has been largely increased.

Discipline is reported to have been good, and I am glad to say that one or two reports which I received of students mixing in politics appeared, on enquiry, to have no serious foundation.

The hostels have been crowded and are almost self-supporting.

College work was suspended practically from August to September owing to plague, though an effort was made to keep the classes open by establishing a camp near Ambajeri. It was, I think, necessary to try the experiment, but I do not think these camps are likely to be successful unless established at such a distance as will absolutely prohibit communication with plague infected areas. The expense of doing this would however be prohibitive, and the experience of the Nagpur colleges made me decline all proposals to establish a similar camp for the Jubbulpore students.

54. *The Morris College.*—The number of students fell from 146 to 129 in the Arts and Science classes. The percentage of attendance was only 74 owing to plague.

The number of students in the hostel fell from 48 to 40. A resident Superintendent and a Medical Officer have been appointed, but so far there is no menial establishment.

The Principal reports that the tone of the boys is steadily improving, and that political unrest and its consequent evil effects on the manners of the students are disappearing.

It is to be hoped that the College will remove into the new buildings during the course of the present year. The long delay has been most discouraging to the staff and the members of the latter deserve all the more credit for the work they have done.

55. *Victoria College of Science.*—The College was affiliated in November 1909 to the University of Allahabad up to the M. Sc. standard, and is now the only College, except the Muir Central College, which is affiliated beyond the B. Sc. stage.

There were 23 students on the rolls, but owing to plague the average attendance was small, and the M. Sc. class, which started with 3 students, had to be given up.

The gas plant was extended during the year so as to provide sufficient gas for the Agricultural College as well.

56. *Imperial grant.*—The Imperial grant of Rs. 10,000 was distributed as follow :—

Jubbulpore College,—Rs. 3,000 for Professors' library and provision of gas for the boarding house.

Hislop College,—Rs. 3,000 for furniture, library and laboratories and purchase of land.

Morris College,—Rs. 4,000 for salaries of Professors and furniture of the proposed Hostel.

57. *Nagpur Science Library.*—The Government of India having called for an expression of opinion as to the advisability of establishing Science Reference Libraries in the Province, it has been determined to establish one at Nagpur. To prevent the useless purchase of duplicates it is proposed to overhaul the libraries of the Jubbulpore, Hislop and Morris Colleges, and to come to a final decision as to what must be purchased for the College Libraries and what for the Central Library. Committees have been nominated for this work.

58. *Advisory Committee for Indian students in England.*—It having been found that Indian students in England were exposed on account of their ignorance of the country not only to great hardships but also to dangerous temptations, a Provincial Committee has been formed, with the Director as President, to advise students before leaving India regarding means of travelling, cost and place of living, and courses of study. Mr. S. R. Pandit has been appointed Secretary. The first meeting was held on the 23rd March and the lines upon which the Committee should work were settled.

CHAPTER IV.—SECONDARY EDUCATION.

59. As mentioned in paragraph 44 of last year's Report the results of the Matriculation Examination held in March 1909 were absolutely disgraceful to our schools. On pages 3 and 4 of the Report of the Provincial Conference held at Jubbulpore in 1908 there is a discussion of the results of the abolition of the old Middle School Examination in introducing an inferior quality of pupils into the High School classes. If we were to judge only by the results of the 1909 Matriculation the abolition of this Examination would at once stand condemned, but though personally I think the abolition was a great mistake in these Provinces it is only fair to add that had admission into the High Schools and subsequent promotion from class to class been properly regulated the Matriculation results could not possibly have been so bad. However this may be, I issued a necessary, but naturally very unpopular order, that Headmasters and Inspectors should, as far as possible, repair their past excessive leniency by a drastic weeding out of the 7th or Matriculation class, and in the revised Manual I have made it clear that, since there is a certain quantity of work to be done and a certain standard to be reached in each class, no promotion should be allowed to any boy unless he has completed the work and reached the standard prescribed

in the class from which he claims promotion. It is evident that to promote a boy who is imperfectly prepared on the ground that he has been ill or absent for a marriage, or because the school has been closed for plague, merely means making his next year's task impossible, and ultimately making sure that he will be plucked or, at the best, take a very low place at the Matriculation. One may sympathize with the misfortune that keeps him a year or two longer at school, but why add to this sympathy an unkind leniency which will damage the rest of his career?

60. *Oral and Practical Test.*—Sanction was obtained in the early part of the year from the Government of India to the institution of the Departmental Oral and Practical Test for the School Leaving Certificate. The Chief Commissioner's orders to hold the first examination in February were received somewhat late and so the standards had to be hurriedly drawn up, but the examination was held by the Inspectors in the months of February and March. The results were as follows:—

Circle.	Number of Schools.	Number of Candidates.	Number successful.	Number who passed in Vernacular.
Nagpur	9	194	136	52
Jubbulpore	7	147	69	62
Nerbudda	4	124	60	37
Berar	3	86	53	17
Chattisgarh	2	38	30	30
Feudatory States...	2	7	3	3
Total ...	27	596	351	201

In other words out of 596 candidates 201 will, if they pass the Matriculation, be qualified for the School Leaving Certificate. It will be noticed that in the Marathi Divisions of Nagpur and Berar the number of boys who have taken up an Indian vernacular is comparatively small. Whether this subject should continue as compulsory is a matter for consideration, but, as the School Leaving Certificate is meant chiefly for the use of boys who will now cease to receive instruction, and who will therefore need a sound knowledge of the vernacular in their after-career, I think it would be a great mistake to make it optional simply for the benefit of those boys who will go on to the University but will have to cease their education owing to their inability to pass the Intermediate Examination. It should, I think, be our policy to discourage boys going on to the University who simply scrape through the Matriculation.

61. *The Matriculation.*—The following table shows the results of this examination for each school, and also the caste or creed of the successful candidates:—

Name of High School.	Number of candidates appeared.	Number of candidates passed.	Caste or creed of successful candidates.					
			Europeans or Eurasians.	Native christains.	Brahmins.	Non-Brahmins.	Muhamadans.	Parsis.
Saugor High School ...	28	11	...	...	4	6	1	...
Akola High School ...	30	9	...	...	7	2	...	...
Amraoti High School ...	53	34	...	1	26	6	1	...
Hoshangabad High School ...	69	13	...	...	6	6	1	...
Jubbulpore Model High School.	16	5	...	...	4	1	...	...
Chanda Jubilee High School ...	13	4	...	...	4	...	...	...
Wardha Craddock High School.	15	4	...	...	4	...	...	...
Raipur High School ...	24	13	...	...	5	3	5	...
Kamptee High School ...	10	1	...	...	1	...	...	...
Amraoti Muhammadan High School.	2	1	...	...	...	...	1	...
Total ...	260	95	...	1	61	24	9	...

Name of High School.	Number of candidates appeared.	Number of candidates passed.	Caste or creed of succesfull candidates.					
			Europeans or Eurasions.	Native christains.	Brahmins.	Non-Brahmins.	Muhamadans.	Parsis.
Harda Church Mission High School.	23	3	...	...	3	...	...	...
Khandwa High School ...	34	9	...	...	7	1	1	...
Narsinghpur Hardwicke Christain High School.	11	1	...	...	...	1	...	...
Jubbulpore St. Aloysious High School.	4	2	2	...	...	...	...	...
Jubbulpore Church Mission High School.	11	2	...	...	1	...	1	...
Jubbulpore Hitkarni High School	38	3	...	...	2	1	...	...
Jubbulpore Anjuman High School	26	1	...	...	...	..	1	...
Mandla Jagannath High School.	14	8	...	...	4	3	1	...
Seoni Mission High School ...	15	5	...	...	4	1	...	...
Bhandara Monro High School.	19	2	...	...	1	1	...	...
Hinganghat High School ...	19	...	...	...	...	...	...	...
Nagpur St. Francis de'Sales ...	10	...	...	...	...	...	...	...
Nagpur United Free Church Institution.	58	13	...	3	7	2	1	..
Nagpur Patwardhan High School.	13	3	...	...	2	1	...	...
Nagpur Neill City High School ...	51	23	...	...	22	1	...	...
Bilaspur High School ...	14	...	...	...	...	...	...	...
Total ...	360	75	2	3	53	12	5	...
Raigarh High School ...	1	...	...	...	...	...	...	...
Private candidates ...	72	4	...	...	2	1	1	...
GRAND TOTAL ...	693	174	2	4	116	37	15	...

By far the best results is that of the Amraoti High School which has more than retrieved its failure last year. The only other schools which have passed more than fifty per cent of their candidates are the Mandla Jagannath High School and the Raipur High School. The Jubbulpore Schools and the Kamptee High School have some excuse in that there was plague in both towns shortly before the examination. But, on comparing the combined figures for the Government Schools with those for the aided schools, it would appear that my order to weed out the seventh class was better obeyed in the former than in the latter. In fact, I heard unfortunately too late—that the Head Master of one Mission High School had simply ignored the order. From Kamptee and Amraoti I received strong complaints against the cruelty of the Head Masters of the High Schools in enforcing my order. I think the Head Master of the Amraoti High School will congratulate himself on having done his duty, and the Head Masters of the Kamptee High School and of the other schools that have done so badly will wish that they had done theirs more thoroughly.

I regret that I have not the detailed results of the School Leaving Certificate test before me, but it will be interesting to compare them with those of the Matriculation. Judging by the mere number of the passes—351 against 174—it would appear either that the practical test was too easy or that the Matriculation is a better examination than it is generally supposed to be.

62. *High School Scholarship Examination.*—For this examination 258 candidates, out of whom 143 were successful, appeared from 55 schools. This is an improvement not only in the number of candidates but in the percentage of passes.

63. *Curriculum for Middle English Schools.*—The new curriculum is gradually being introduced.

64. *Middle School Examination.*—Out of 2,141 candidates 1,238 passed from 176 institutions. This is not quite so good as last year, but any increase of severity in this examination is to be welcomed as being likely to improve the work of the High School classes.

65. *Closure of the Kamptee High School.*—This school has never been a flourishing institution and the offer of the Committee of the Patwardhan High School to make over their school to Government therefore afforded an excellent opportunity for establishing a Government High School in Nagpur itself. The Patwardhan School has accordingly become a Government High School with effect from the 1st July 1910, and the High School classes have been closed at Kamptee, that School being reduced to the Middle English standard.

66. *Science Laboratory and Equipment.*—(*a*) Under instructions contained in Colonel Colomb's letter No. C-146, dated 18th October 1909, Mr. R. H. Beckett was placed on special duty to report upon the equipment and teaching of Science in the High Schools of the Province.

(*b*) He visited the High Schools at Hoshangabad, Khandwa, Narsinghpur (Aided), Jubbulpore (Model High School), Saugor, Bilaspur (Municipal), Raipur, Balaghat, Mandla (Aided), Seoni (Aided), Bhandara (Aided), Amraoti and Akola.

(*c*) For lack of time he was unable to visit the other High Schools, but considers that a similar inspection of all is needed.

(*d*) Mandla is the only school in which any systematic attempt was observed to teach Science on really practical lines. It is the only High School seen by Mr. Beckett in which there is a laboratory as distinguished from a Science lecture room. In other words the mode in which Science is taught throughout the Central Provinces only supplies the pupils with the knowledge of cetain scientific facts which may or may not be useful in after-life, and entirely fails to impart that high form of mental training which is to be obtained from a proper teaching of Science. Mr. Beckett expresses this as follows:—"The only justification of the extra expenditure which is necessitated by the inclusion of Science in the curriculum of schools is that it is unequalled as a means of training the faculties of observation, reasoning and imagination. It corrects observation, it bases reasoning on observation and experiment, and strengthens imagination for the discovery of the hidden causes of visible phenomena. The main object of a course in Science is not the mere accumulation of facts, but to train students to form a habit of enquiry, to seek the solution of problems in experiment, and to work accurately towards a clearly defined end. This is especially necessary in India where the tendency of the student-mind is so often unpractical. If the full value then of a Scientific training is to be obtained it must be given under circumstances which will make the attainment of the above described object possible. Accordingly in every case where there is no laboratory (*i. e.*, a place where the students can perform experiments themselves and with their own hands) I have recommended that one should be equipped".

(*e*) Mr. Beckett considers that an average expenditure of Rs. 3,500 would supply suitable laboratories. In certain cases rooms already exist which could be adapted at small cost, in others, especially in small schools, the lecture room and laboratory could be combined. In plans for new High School buildings it would be advisable to include a special room for the laboratory. The essential point is that the room used, whatever its name, must be so fitted that the students can do practical work.

(*f*) As regards apparatus an effort has already been made to bring up the equipment to the standard formally fixed by Government in Mr. Johnson's letter No. 274—VI-37-7, dated the 25th February 1909. This has so far been effected that many of the schools have all or nearly all the apparatus required by the lecturer, but all the schools are deficient in the simple apparatus required by the students. Mr. Beckett has made a complete list for each school visited of what should now be purchased.

(*g*) Mr. Beckett noticed that in many cases the Science teachers did not make full use of the apparatus they possessed, and that they often did not take the trouble to repair apparatus which had become slightly damaged, or to keep the apparatus clean. The boys should be trained to clean the apparatus they use and to put it away in its proper place when it is done with. The Science Master should be responsible for seeing that the boys do this, and should be personally responsible for the proper condition of the lecture apparatus. No attendant is ordinarily necessary in a school laboratory, for the success of all experiments depends largely upon the absolute cleanliness and proper condition of the apparatus used, and to teach the boys to look after this themselves is a most important part of Scientific training. Of course this does not apply in the case of a really large school—say Amraoti or Raipur—where the Science teacher has to prepare lectures for many classes and needs an attendant to assist him with his lecture apparatus.

(*h*) More important than laboratories and equipment however is the training of the Science teachers. In most of the Schools Mr. Beckett found, after hearing lessons delivered by the Science teacher, that the latter though he knew his subject was unable to make the boys think out things for themselves, in

other words he had not been taught how to teach Science. Mr. Beckett therefore proposes—as an absolutely necessary preliminary—that these masters should be put through a four weeks' course of training at the Victoria College of Science, to be followed by a higher course which would tend to keep them permanently interested in Science and keen on improving themselves in their profession Travelling allowance and a small grant of Rs. 30 for each teacher attending the course to cover his extra expenses on living and books would cost Government at present only about Rs. 300 a year.

(*i*) The cost involved in these proposals may be divided into the following heads:—

(1) buildings and furniture,
(2) apparatus for lectures,
(3) apparatus for pupils' experiments,
(4) chemicals.

Repairs and renewals to the first would be provided by the Public Works Department, but for the rest a yearly allowance would have to be made. Mr. Beckett thinks that Rs. 30,000 should be included in the Budget of 1911-12 for the equipment of selected schools. This should provide for from six to ten schools and will also give us definite data as to the cost. Each school once equipped will need an annual grant of from Rs. 200 to Rs. 250 for repairs and fresh materials.

67. *Science in Middle Schools.*—A certain amount of Science teaching is evidently necessary in Middle English Schools, but whether it is possible to provide practical teaching of Science without enormous expenditure is very doubtful. Lists of apparatus and materials sufficient for lecture purposes have however been compiled and have been sanctioned by Government since the end of the year.

68. *Staff of High Schools.*—A great deal of trouble has been caused in the past by the absence of any definite orders as to the requisite staff for High Schools. To decide upon what is requisite and what is not, requires the consideration of various factors such as the number of hours of work which a man can do and the number of boys he can teach at one time. In the case of an ordinary class teacher, though the period of his daily work appears small as compared with the office hours of other Government servants, this is accounted for by the fact that during the whole of a lesson the master's attention to his work must be maintained throughout at the same high tension if he is to keep his class under control, and accordingly the pressure is probably greater than in almost any other kind of work. Accordingly no master can be expected to teach more than 5 to 6 hours for 5½ days in the week. As regards the number of boys in a class it has to be remembered that in our High Schools the work of the masters is done in English—which is a foreign language—thus for the master to control his class and at the same time pay due attention to the subject-matter of the lesson is harder than it would be in a school where the vernacular is the medium of instruction. It has been decided therefore that in the Middle English classes where the instruction is largely in the vernacular, the limit should be 40 boys on the Rolls, and in the High classes the limit should be 30. Further as the school increases in size, supervision by the Head Master becomes more difficult: accordingly a limit of 2 sections to each High School class and 3 sections to each Middle English class has been fixed for typical High Schools at the headquarters of districts—thus giving a possible total of 660 boys on the Rolls. Again to ensure the Head Master having ample time for supervision it has been decided that every class or section of a class should have a separate class master. In addition to these class masters the staff should comprise separate masters for special subjects such as Science, Drawing, Classical languages, Drill and Gymnastics, and in large schools a small allowance will be made to the master or masters who have charge of the clerical work. This matter has taken some time to decide, but the above will be embodied in the Revised Manual with, of course, the necessary modifications for Middle English Schools.

A few additions have been made to the staff of some of the Middle English Schools at Narsinghpur, Pachmarhi and Ellichpur and a Middle English School has been opened in Akola Peth.

69. *Hostels.*—During the year the allowance to the Medical Officers in charge has been fixed with the sanction of the Government of India on a sliding scale corresponding to the number of the boarders. The Hostel of the Craddock

High School, Wardha, and those of the Middle English Schools at Yeotmal and Saraipali have been provided with menial establishments. The Hostel at Akot has been closed owing to the paucity of candidates for admission. It is proposed to transfer the establishment to Ellichpur, but for reasons which are not yet apparent Hostels seem to be unpopular in parts of Berar, and an enquiry into the subject has been ordered. In this connection the following figures may be of interest:—

Circle.	Number of High and Middle Schools with Hostels in 1908.	Number of boarders on 31st March 1908.	Number of Hostels in 1909.	Number of boarders on 31st March 1909.	Number of Hostels in 1910.	Number of boarders on 31st March 1910.
Nagpur	8	133	8	143	9	194
Chhattisgarh .. .	2	35	2	37	2	30
Jubbulpore	9	175	9	212	8	206
Nerbudda	9	152	8	164	10	184
Berar		85	6	165	7	268

This shows that in all the Circles there has been a steady increase in the number of boys who take advantage of them. The system as a whole has therefore been successful. It is however expensive to Government and, considering the advantages enjoyed by the boarders, it is open to question whether the Hostel fees should not be raised. In Berar the large increase of numbers is due chiefly to the establishment of the Muhammadan High School and the popularity of the Hostel at Yeotmal, but it is unlikely that the system will be very popular in Berar so long as Primary Schools are allowed to attach to themselves English classes supported by popular subscription. In Berar there are 3 High Schools, 29 Middle English Schools and 26 Primary Schools with English classes attached, *i. e.*, in all there are 58 schools in Berar at which boys can obtain instruction in English. With such a large supply it is evident that boys do not need to go far from home.

70. *Buildings.*—The Raipur High School is now complete, and work has been begun in the Amraoti and Hoshangabad High Schools. The construction of an additional Boarding-house for the Amraoti High School was practically completed at the end of March 1910. The schools at Yeotmal, Drug and Saraipali are under construction, but though funds were allotted for the Anglo-Vernacular School at Pachmarhi and materials collected, it has not been possible to come to any agreement with the Military Department as to a site. During the year I have received various references from Civil Officers in cases where they suspected extravagance on the part of local officers in regard to High and Middle English School buildings. It is very difficult to devise plans which satisfy educational requirements and which do not at the same time involve much expense in such educationally useless additions as verandahs. I have written to the Chief Engineer stating the requirements of schools and I hope he will be able to prepare plans at least more economical than those which have been followed in the past.

71. *Fees.*—The fees in Native High Schools have risen from Rs. 41,451 to Rs. 46,658, in Middle English Schools from Rs. 47,439 to Rs. 52,758. Roughly speaking in High Schools the fees cover only one-fourth and in Middle English Schools less than one-fifth of the total expenditure. If these schools were attended in all classes to the full extent of their accommodation it is calculated that in each case the fees at the present rates would cover one-third of the expenditure. In view of the constantly increasing demand for English Schools it is clear that economy must be exercised by limiting the number of admissions into the more popular schools so that the classes of the less popular may be filled before the more popular schools are extended, and further it is a matter for consideration whether now that the advantages of English education are so well appreciated higher fees should not be demanded.

72. *Attendance.*—The following table shows a very satisfactory improvement in the percentage of attendance in the High and Middle English Schools of the Province. The Nerbudda Circle, however, which led all the Circles last

year, this year shows a diminution of attendance in the High Schools. The improvement in the Chhattisgarh and Berar High Schools is very striking :—

Name of Circle.	Number of High Schools.	Total Number of boys in High Schools.	Average attendance.	Percentage.	Number of Middle English Schools.	Total Number of boys in Middle English Schools.	Average attendance.	Percentage.
1	2	3	4	5	6	7	8	9
Nagpur ...	12	2,668	2,064	77·36	17	1,294	973	75·19
Jubbulpore ...	7	1,838	1,459	79·37	8	733	593	80·90
Nerbudda ...	4	1,042	862	82·72	13	1,794	1,525	85·00
Chhattisgarh .	2	749	673	89·85	9	386	321	83·16
Berar ...	3	665	609	91·57	23	3,878	3,212	82·82

73. *Numbers.*—In the Nagpur Circle it is stated that the number of boys in these schools would have risen further but for the outbreak of plague. The Balaghat and Nagpur Anjuman High Schools opened a Seventh class during the year, and the New English Middle School (Nagpur) is quaintly described in a metaphor which apparently combines the story of Job with the fable of the Phœnix as "rising from the ashes of Government displeasure." In the Jubbulpore Circle there is a slight increase in the High Schools and one of about 2,000 boys in the Middle English Schools. In the Nerbudda and Chhattisgarh Circles the increase in both classes of Schools is small. In Berar the numbers have risen by about 25 per cent in High Schools, but have fallen in the Middle English Schools. The former is satisfactory as it has taken place in spite of the departure of a number of boys who, having been improperly promoted to the seventh class, were sent down to the sixth and withdrew their names in disgust.

74. *Scholarships.*—Under the old rules scholarships were given to poor students only. As this appeared to have a depressing effect upon the boys of wealthier parents and at the same time prevented any real competition amongst the poorer boys, so that the scholarships often fell to dull boys, the system has been abolished. Scholarships are now given only by free competition—subject, under the Director's discretion, to a small reserve for really deserving cases amongst poor students.

Middle Vernacular Schools.

75. *Examinations.*—No returns are available to show how many boys passed the Sixth Vernacular standard, and the establishment of the Vernacular School Final is still under consideration.

76. *Numbers.*—The number of schools is practically the same as last year for both boys and girls, but the number of boys has increased by about 2,000.

77. *Improvement of Middle Vernacular Schools.*—The scheme for improving these schools by raising the pay of the teachers and limiting the number of schools is still under consideration.

78. *Attendance.*—The percentage of attendance in Middle Vernacular and Primary Schools shows a satisfactory general increase. A few districts have been badly hit by plague, like Nagpur and Narsinghpur, whilst in other districts like Chanda and Bilaspur, where female education is unpopular there has been an actual falling off in attendance in girls' schools.

CHAPTER V.—Primary Education.

79. *General.*—The Government of India has now declared that the provision of free Primary Education must be postponed to a more favourable opportunity. This decision has cleared the way for a settlement of the terms on which Primary Education shall be dealt with in the Central Provinces. As stated last year the resources of the Local Bodies are strained to their utmost limits, and the financial stringency makes it unlikely that they will receive much help from Provincial Funds. The policy for the next few years must therefore rely chiefly on a more economical expenditure of the funds at present available. In one point especially does such economy appear possible, *i. e.*, in the construction of school-houses. When the standard plans for Primary school buildings were published it was distinctly explained that these plans were

intended only to show how to build a school which would be well lit and ventilated and satisfy both scholastic and hygienic requirements. Details of structure and estimates of expenditure were given in the plans simply to show what they would cost if built by the Public Works Department according to Public Works Department rules and rates. It was never intended that these details should be slavishly followed by Local Bodies, and the latter are free to build in brick and mud or in mud only, to use what wood they like for rafters and, if they please, to make their tiles locally. The pucca enclosure wall may be replaced by a hedge, and patent latrines are not only unnecessary in rural places but are useless where there are no sweepers. Instead of exercising their discretion on such points as the above, Local Bodies have in many cases simply squandered money on pucca buildings for the repair of which there is no skilled labour available locally, and have thus misused these plans as a means of wasting public money. I have explained this over and over again to native gentlemen, but unless Deputy Commissioners look into the matter more carefully the same abuse will continue.

80. *Curriculum.*—The preparation of readers for the new curriculum is in abeyance pending a new agreement with the Government publishers. Mr. Allan has prepared a brief course in Nature Study for the students in Normal Schools. This and the whole course in Nature Study for Vernacular Schools have been translated into Hindi and Marathi.

81. *Examinations.*—The results are given in general Table VI. The number of candidates for the Primary Examination is practically the same as, but the percentage of passes is a little less than in the previous year.

82. *Extension.*—Mr. Sly's proposals for extension of Primary Education under District Boards in Berar have been accepted by the Chief Commissioner. These proposals provide for a system of grant-in-aid, but unless economy is exercised as mentioned in paragraph 79, there will not be enough money even for this. The system is being tried in certain parts of the Central Provinces also.

83. *Buildings.*—In the *Nagpur* Circle 21 new buildings have been erected, in *Jubbulpore* 12, in *Chhattisgarh* 38, in *Berar* 18, and in the *Nerbudda* Circle 7. The programme is not quite so extensive as last year.

84. *School Gardens.*—There is nothing new to be reported in this respect, but Mr. Evans points out that in Berar the idea prevails that Nature Study cannot be taught without school gardens. This is of course a mistake and the Berari teachers need have no fear that the introduction of Nature Study into the curriculum is intended to make the keeping of school gardens compulsory.

85. *Village Libraries.*—These appear to have increased largely in Balaghat (21), in Bhandara (6), in Khandwa (6) and Chhindwara (5), but so far the only other districts in the Central Provinces which have even one is Seoni, in which a village library has been established at Barghat.

86. *Expenditure.*—The following table shows the expenditure from different sources :—

	1908-09.	1909-10.
	Rs.	Rs.
Provincial Revenue	1,51,788	1,55,620
District Funds	7,01,427	6,95,716
Municipal Funds	71,656	69,445
Fees	30,705	32,797
Other sources	87,715	83,526
Total ...	10,43,291	10,37,104

This shows a total decrease of about Rs. 6,000 which is due almost entirely to diminution of expenditure by Local Bodies. It is ascribed to the discontinuance of grain compensation allowance and to lessened expenditure on School buildings. The increase of Rs. 2,000 in fees is satisfactory, more especially as some of the Inspectors report that the permission to remit fees on the score of poverty is often abused by School Committees. This would appear to have been the case with District Council Schools in the *Nagpur* Circle and possibly

also in the *Jubbulpore* Circle. The figures for District Council Schools are as follows :—

Name of Circle.	1908-09.	1909-10.
	Rs.	Rs.
Nagpur	13,295	11,295
Jubbulpore	10,061	9,950
Nerbudda	9,479	9,692
Chhattisgarh	13,909	15,800
Berar	17,803	20,015
Total ...	64,547	66,752

According to the Manual Inspecting Officers are particularly requested to see that there is no abuse of the concessions in regard to fees. This should be looked to in future, though I am inclined to think that the falling off in Nagpur is very likely due to plague as it seems to have occurred only in those districts which were affected.

87. *Attendance.*—See paragraph 78 above.

88. *Nagpur Circle.*—The Commissioner writes that the District Reports were not sent to him as they should have been through the Inspector. The figures for the Nagpur District Council expenditure given by the Commissioner differ from those furnished me by the Secretary of the Council—*vide* paragraph 41 in Chapter II. According to my figures the District Council has not spent all the money ear-marked for education on that head. On the other hand, I fully agree with the Commissioner's remark that the residents of large villages get off very cheaply as compared with the residents of Municipalities. In this Circle the Commissioner calls particular attention to the progress made by the Mahars, chiefly in consequence of Missionary efforts. These are not limited, however, to the Mahars, and the Commissioner notes the fact that about one-fourth of the children under instruction in the Nagpur District are educated in Mission Schools. The Commissioner has submitted proposals for the undertaking by the Municipality of Nagpur of the management of Primary Education in the town. These are now under consideration.

89. *Jubbulpore Circle.*—The Commissioner notes the satisfactory improvement in attendance of the boys. This is partly due to the weeding out of habitual absentees. The question of the pay of masters in rural schools has received attention and a definite scale has been made out for each district as a model to be worked up to as funds permit. Expenditure by District Councils in this Division is very high, in no case is it less than one-third of the total income, but I may mention that there are only two districts in the Central Provinces and Berar, *viz.*, the Nagpur and Amraoti, in which the total expenditure on education is less than one-third of the total income—*vide* paragraph 41 in Chapter II. In the Damoh District, Mr. Clarke notices the great interest taken in schools by Committee members. In the Seoni District, the Deputy Commissioner notices the frequent complaints made by schoolmasters about the hardship of being saddled with Pound and Postal duties. Such complaints have reached me from time to time from all parts of the Central Provinces and Berar. I enquired into the matter soon after coming to the Central Provinces, and some correspondence followed with the Postal Department which resulted in certain relaxations of the rules regarding the keeping of registers, etc., but I came to the conclusion that the real cause of complaints was that the pay given by the Postal Department was considered too low. It has not been increased, and yet I have never heard of any master asking for a transfer from a place where he receives a postal allowance. From an educational point of view it is bad policy to give schoolmasters such duties, but I am perfectly sure that if they—with the consequent allowances—were taken away, the schoolmasters would be the first to complain.

90. *Nerbudda Circle.*—The Commissioner notes with approval the rule of the Hoshangabad District Council not to take over any schools until they have been worked successfully by private enterprise for six months, and the establishment of feeder schools in the Nimar District. In certain villages

school libraries have been successfully started. No less than eight schools in Hoshangabad District have experimental plots attached to them in which various crops are grown. These are extremely interesting, but I think they are at times overdone, and that the master sometimes neglects his ordinary teaching in order to curry favour with District Officers who are keen on agricultural improvements.

The Deputy Commissioner, Narsinghpur, calls attention to the want of a Deputy Inspector's Manual. I hope the revised Educational Manual will contain fuller information about the work of the Deputy Inspectors. The want of this in the present Manual makes it difficult for a new man to get a grip of his work, and I fear that ignorance of what a Deputy Inspector is required to do sometimes results in a good man not getting all the credit due to him. In the Chhindwara District the public interest in Education has shown itself not only in liberal subscriptions towards the new High School at the District Head-quarters but in the supply of a number of school buildings in various villages. This speaks very well for the influence exerted by the Deputy Inspector, Mr. Gulab Jago Singh. The latter officer is keenly interested in athletics in the development of which he is much encouraged by the sympathetic attitude of the Deputy Commissioner. In Betul the masters are found to be lacking in interest in their work, and both the Deputy Commissioner and the Vice-Chairman of the District Council ascribe this in part to the lack of interesting literature. The Vice-Chairman, Mr. Hira Lal, suggests the establishment of circulating libraries—a very good idea! Throughout this Circle there is an extraordinary keenness for English education. If the improved Vernacular Schools include English in their curriculum they are, in this Circle at any rate, sure to be popular. In all districts, the number of girls reading in boys' school is rapidly increasing.

91. *Chhattisgarh Circle.*—From some points of view, and especially the slight interest taken in education by the people, this is one of the hardest Circles in the Provinces to manage, accordingly the increase in number of both Schools and pupils is very satisfactory. Raipur was divided into three ranges and Drug into two during the course of the year. In Bilaspur and Drug the Tahsildars do not appear to have taken as much interest in schools as they ought to have done. An attempt has been made to introduce Drawing into some of the village schools in the Bilaspur District, but qualified teachers are not available. Throughout the Circle the lack of trained teachers is everywhere a serious drawback. The Circle has its own Normal School under an excellent Superintendent at Raipur, but the Chhattisgarh young men are averse to discipline and find the two years' course a severe tax on their patience. I am very sorry that it has not been possible to introduce the new one year's course into the Raipur Normal School, but the first step in this direction is the establishment of more Vernacular Middle Schools, very few of which are to be found in the Circle.

92. *Berar Circle.*—The Commissioner points out that the great demand for new schools can only be met by reverting to the old higher rates of fees and an increase in the Education cess. I would add to these means of raising money a possible economy in buildings. In many of the villages in Berar it is not easy to find a site which will bear a substantial pucca building, but in spite of this the standard plan is rigidly observed and I have received plans for buildings not more than 15 to 20 feet high which needed a 10 feet foundation. Any objection to these preposterous proposals was met by the assertion that a pucca building was cheapest in the long run. The Commissioner is by no means satisfied with the work done by the Deputy Inspectors, but I have dealt with this subject elsewhere, *vide* paragraph 37. Like last year the Tahsildars have not shown sufficient zeal. The School Committees are reported to take much more interest in their work, and this is ascribed partly to the efforts of the Commissioner and the Deputy Commissioners, and partly to a Circular issued to the Deputy Inspectors to instruct the Committees in their duties. The Inspector would improve the English classes attached to Primary Schools by insisting on higher subscriptions for the expenses, but as I have frequently stated I consider the whole system a fraud, and the sooner they are abolished the better. The Buldana District Board has set a good example in drawing up a building programme for the next five years. The Deputy Commissioner's remarks on the necessity of something cheaper than the present standard plans illustrate what I have said above, *vide* paragraph 79, as to the absolutely hopeless way in which the issue of these plans has been misrepresented. Throughout this Circle work was much impeded by

plague and cholera: on the other hand, satisfactory features are the increased interest of Revenue and other officials in school work, and the further introduction of the Central Provinces range system for Deputy Inspectors, which enables them to devote more time to inspection and gives each man his due responsibility. ' On the other hand, a certain amount of sedition has been found to exist amongst the masters in certain districts, and a considerable number have been dismissed or suffered less severe punishments. It is pretty certain that these men are the victims of more designing persons who have kept in the back ground, but, seeing the extent of their influence on the young, schoolmasters must remember that their conduct must be above suspicion.

93. *Schools and pupils.*—The following table shows the increase or decrease of Vernacular Schools and pupils for each district:—

District.	Middle Vernacular Schools.				Primary Schools.			
	1908-09.		1909-10.		1908-09.		1909-10.	
	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
Nagpur ...	14	2,188	14	2,301	142	11,081	145	11,390
Wardha ...	9	1,319	9	1,421	98	6,200	105	6,892
Chanda ...	6	1,001	6	1,078	120	6,731	115	5,579
Balaghat ...	3	464	4	670	71	6,664	75	7,319
Bhandara ...	4	771	4	770	131	7,170	181	7,404
Jubbulpore ...	12	1,710	10	1,534	149	11,767	154	12,532
Seoni ...	3	384	3	403	56	3,949	59	4,703
Damoh ...	6	693	6	712	76	4,744	76	4,900
Mandla ...	6	1,062	6	1,123	53	3,974	56	4,479
Saugor ...	15	2,261	15	2,329	90	5,533	88	5,608
Hoshangabad ...	12	1,925	31	1,922	134	9,027	134	8,823
Narsinghpur ...	8	1,267	8	1,438	79	6,128	80	6,151
Chhindwara ...	6	901	6	945	69	4,975	76	5,433
Betul ...	4	434	3	440	59	2,832	59	3,216
Nimar ...	7	714	7	771	90	5,560	91	6,079
Raipur ...	3	245	3	235	192	19,370	239	23,419
Bilaspur ...	11	1,916	11	1,944	172	14,957	177	15,808
Drug ...	2	122	2	156	112	11,405	113	12,237
Amraoti ...	34	3,833	38	4,560	239	14,892	255	16,283
Akola ...	43	4,508	41	4,639	217	11,600	219	12,569
Yeotmal ...	13	1,428	13	1,500	109	6,456	115	6,996
Buldana ...	35	4,083	35	4,208	178	9,802	186	10,083

94. *Vernacular periodical literature.*—It has been felt for a long time that some educational organ closely connected with the Province is much wanted. Negotiations have therefore been opened with the managers of a Hindi periodical, which will be patronized by Government, and which will combine the functions of a general newspaper with those of an educational magazine. If this proves successful a similar venture with a Marathi paper will probably be undertaken.

CHAPTER VI.—TRAINING OF TEACHERS.

95. The new scheme for training primary teachers has been sanctioned and will be started next session in the Nagpur and Jubbulpore Normal Schools, in both of which institutions teachers of Nature Study have been at work during the whole session. Since the close of the year the re-organization of the Collegiate and Secondary Departments of the Training Institution as a Training College has been sanctioned by the Secretary of State. The Amraoti Male Normal School has been extended and the old three-year system has been re-organized so as to form a one year course for the majority of the students and a further two years' course for a select number who will qualify as teachers for the Middle Vernacular Schools. The Muhammadan students have been removed and a new Urdu Normal School has been sanctioned in which Muhammadan students will undergo a two years' course of general instruction combined with training. The new Normal School which was sanctioned for Khandwa has not been opened owing to difficulties with the Military Authorities regarding the use of buildings.

96. *Examinations.*—7 out of 11 candidates passed the Teacher's Certificate Examination for Secondary Teachers, and 504 out of 1,112 the Examination for Primary Teachers. In reference to the Primary Teachers'

Certificate Examination I regret to say that there has been a quite appreciable number of expulsions for cheating, one female candidate in particular made use of her maternal right to frequent interviews with her baby in order to pass papers in and out of the examination room on the person of that most innocent accomplice: at the Examinations held in April 1910, 2 out of 4 teachers passed the Collegiate grade, 21 out of 35 the Secondary grade. These 21 were as follows:— 1 Deputy Inspector, 16 Masters and 4 stipend-holders.

Certificate-holders.—At the end of the year there were 805 and 2,506 Certificated Teachers out of 1,778 Secondary and 5,875 Primary Teachers, respectively. The figure for the total number of Secondary Teachers has been taken from the Inspectors' reports, but appears to be incorrect.

97. *Remuneration for examining in the Teachership Examinations.*—As stated last year the work of examining has become so heavy that it appeared unfair to impose it upon the gentlemen employed. The Chief Commissioner has, since the close of the year, sanctioned remuneration on a fixed scale to the persons employed.

98. *Nature Study.*—The curriculum for Nature Study prepared last year by Mr. Allan, Principal of the Agricultural College, for Vernacular Schools and as a guide to the course to be followed in Normal Schools proved to be rather unmanageable to teachers who had had no previous experience of the subject. Mr. Allan accordingly very kindly drew up a condensed syllabus for use in Normal Schools only. This was used last year, and Nature Study formed a subject of examination in the Teachers' Certificate Examination for the first time in last April. The two syllabuses were translated into Hindi and Marathi.

CHAPTER VII.—TECHNICAL AND SPECIAL EDUCATION.

99. *Scholarships*—(*a*) *Government State Scholarships.*—During the year the Government of India forwarded a very favourable report upon the work of the Central Provinces students who had received these scholarships. For the Technical Scholarships there were eight applicants during the course of the year. The Selecting Committee recommended two gentlemen, of whom one, Mr. Asutosh Guha, was awarded a scholarship by the Government of India for study in connection with the Textile Industry. Three gentlemen applied for State Scholarships in Sanskrit, but none were thought worthy of recommendation. Of two candidates for European Scholarships one was recommended, but the orders of the Government of India have not yet been received.

(*b*) Three scholarships were awarded in the Victoria Jubilee Technical Institute, Bombay, in the Textile Department and 9 apprentice scholarships in the Kalabhawan, Baroda, and in certain important workshops.

(*c*) Three scholarships tenable in the Sibpur mining classes have been established after consultation with the Chief Engineer, Central Provinces, and the Principal, Sibpur College, but no applications were made in time.

(*d*) Two candidates were awarded scholarships in the Patna Medical School, but neither of them joined in spite of the fact that the amount of the scholarships has been increased. A graduate scholarship was also awarded to a candidate for admission to the Grant Medical College, Bombay.

100. *Engineering Class, Jubbulpore.*—8 out of 10 candidates passed the promotion examination of the 1st year, 4 out of 5 passed the semi-final, and 6 out of 10 the final examination in May 1909, and 3 out of 4 the final eaxmination in March 1910. The students who stood first in the final examination were given permanent posts of Sub-Overseer, 3rd grade, in the Public Works Department.

The admissions to this Class are now very few in number in spite of the excellent teaching given by Mr. Unwalla and his assistants. Mr. Unwalla ascribes this to the superior attractions and prospects offered by the Agricultural College, but he adduces no proof to show that boys who enter the latter would have joined the Engineering Class if the Agricultural College did not exist. It hardly seems worth while, however, to discuss the reasons for the waning popularity of these classes in view of the fact that we are now in sight of the establishment of a Mining and Engineering School at Nagpur. A re-draft of Mr. Low's scheme for this school was made by Captain Oldham, Mr. Beckett and myself in the beginning of April, which was accepted with certain modifications by a Committee composed of Mr. Hemingway, Mr. Maw, Rao Bahadur Mudholkar, Captain Oldham and myself a few days later. The new scheme is now under consideration.

101. *Victoria Technical Institute, Amraoti.*—The Inspector, Berar, reports as follows :—" This institute is now in its second year and has got well under weigh under the able management of the Hon'ble Mr. Mudholkar. The number on the roll is now 30, 21 in the upper class and 9 in the lower. The workshop was equipped with machinery during the year, the machinery being fixed in position entirely by the students themselves under the supervision of the Superintendent, a most valuable experience. The total expenditure of the year was Rs. 31,322."

102. *Mission Industrial Schools.*—The Industrial Technical School, Akola, appears to have had a bad year, and it appears doubtful whether it can be continued without substantial assistance from Government. The Mission Industrial School at Yeotmal is flourishing and the Inspector recommends a higher grant. In the *Nagpur Circle* the Roman Catholic Mission at Nagpur, and the Scotch Missions at Chanda and Bhandara are doing useful practical work. In the *Jubbulpore Circle* the Wesleyan Mission, Jubbulpore, and the Mission Orphanage at Patpara train boys in carpentry, weaving, gardening and farming and girls in lace-making. In the *Nerbudda Circle* the Friends' Mission at Rasulia and the Methodist Episcopalian Mission at Narsinghpur turn out very good articles in wood, iron and leather. In the *Chattisgarh Circle* the Inspector mentions the Mission Schools at Rudri and Kerbala.

103. *Other technical classes.*—At Raipur there is a weaving shed which turns out a few pupils. At Mandla a type-writing and shorthand class was established in connection with the High School, but, from a petition for employment received from the teacher, it appears as if this class would not be permanent. Sons of artisans in the Saugor High School are taught "industrial drawing." The industrial school at Basim shows no signs of revival and is probably defunct.

104. *Reformatory School, Jubbulpore.*—This institution submits a separate report.

105. *Forest and Police Schools.*—These schools submit no reports to the Education Department.

106. *Agricultural College.*—The returns of the Agricultural College show 15 boys on the rolls for the first year, 22 for the second, and 10 for the third. All are Hindus and their ages vary between 19 and 25. 16 of the students belong to the agricultural class and 17 are sons of Government servants. At the last examination 12 boys passed the 1st year, 17 the second, and 9 the third. In the malguzari class 4 boys appeared at the examination and all passed. The total expenditure was Rs. 9,778. Correspondence has been going on for some time as to the relations of the college with the Educational Department. It has now been decided that the college should be managed by the Agricultural Department, and the Government scholarships tenable in the college awarded by that Department. The latter decision is specially important as it enables the college to test the quality of the men to whom scholarships should be awarded before the actual award takes place. On the other hand, it is desirable that the Agricultural and Educational Department should closely collaborate, and after consultation with Mr. Hemingway I have submitted a memorandum showing how this collaboration can be best effected.

107. *Law Classes attached to the Morris College.*—The number of students has fallen from 66 to 53, but this is exclusive of the second year class of 32, all of whom appeared at the Final Law Examination held in December 1909. Of these 27 passed, 11 passing in the first division, a very creditable result. 2 out of 3 students also passed the LL. B. Supplementary Examination, and 19 out of 34 the Primary Examination of the University of Allahabad, whilst 2 out of 4 passed the Preliminary Law Examination, and 1 out of 1 the Bachelor of Laws of the Calcutta University.

108. *Bombay School of Art.*—At the last examination 595 out of 1,096 male and 7 out of 23 female candidates passed the 1st grade examination. 239 out of 334 male and 1 out of 2 female candidates passed the 2nd grade examination. 64 out of 115 male and none out of 4 female candidates passed the 3rd grade examination. 4 out of 5 male candidates passed the Drawing Teachers' Certificate Examination. No female candidates appeared. The Drawing Teachers' Certificate Examination has now been made compulsory for all Drawing Teachers before they can be confirmed in the Department.

109. *Sanskrit Schools.*—Of these there are two in the Province, neither of them receive Government aid, nor are they under Departmental inspection. Both prepare for the 1st and 2nd Sanskrit examinations of the Calcutta University—

(*a*) *Hitkarni Sabha Sanskrit School*, supported by the Hitkarni Sabha from the Bholanath Endowment Fund, and meeting in the High School building. The average number on the roll for 1909-10 was 43 and the average attendance 32. Of the 72 at present on the roll 50 belong to the High School, the other 22 are Sanskrit students intending to became *purohits* or priests. In February 1909 two boys passed the 1st examination. This year two boys went up, but the results are not yet out. No fees are charged and boys are supplied with books. There is one Pandit, holding the Sastri certificate of the Punjab University.

(*b*) *Sanskrit School, Mandla*—This was started in 1893 by Mr. Jagannath Prasad Chaudri, who bears the whole expense and supplies a house. There are 41 boys on the roll, of whom 28 are also students in the English or Vernacular Schools. In 1909 3 boys passed the 1st examination and 1 the 2nd. Most of the boys intend to become priests. No fees are charged. There are two pundits.

CHAPTER VIII.—FEMALE EDUCATION.

110. The following is a summary of the statistics for native girls' schools:—

		1908-09.		1909-10.	
		Number of schools.	Number of scholars.	Number of schools.	Number of scholars.
	BRITISH TERRITORY.				
	Secondary Schools.				
Girls' Schools for Natives	High Schools ...	...	...	...	...
	Middle Schools ... English ...	3	155	3	155
	Middle Schools ... Vernacular ...	25	2,061	26	2,009
	TOTAL ...	28	2,216	29	2,164
	Primary Schools.				
Do.	Primary Schools ...	263	13,595	278	14,473
	GRAND TOTAL ...	291	15,811	307	16,637
	NATIVE STATES.				
	Secondary Schools.				
Do.	High Schools ...	...	...	...	...
	Middle Schools ... English ...	...	...	...	...
	Middle Schools ... Vernacular ...	...	...	...	...
	TOTAL ...	...	...	...	...
	Primary Schools.				
Do.	Primary Schools ...	12	765	13	889
Grand Total for the British Territory and Native States ...		303	16,576	320	17,526

N. B.—Girls reading in boys' schools 1908-09—8,642, 1909-10—11,280.

The above table shows that there has been practically no advance except in Primary Schools where there has been an increase of about 1,000 pupils, whilst the number of girls reading in boys' schools have increased by about 2,500. Mr. Williamson draws attention to the fact that the girls in boys schools are almost all in the infant or 1st class in his Circle. I noticed the same thing in other Circles during my cold weather tour, but after all it is necessary to make a beginning. In Berar Mr. Evans notes that only 1 girl in 50 appears for the Primary Examination and only one in 90 passes. He writes "attention and expenditure should be concentrated for some time on a few schools with some claim to efficiency rather than on opening new schools which may remain for years little better than *creches*. An application for a girls' school in a village is often the result of a laudable but misdirected desire on the part of the villagers to provide one of their indigent neighbours with a Government stipend." This may be true but it does not matter what the motive may be for starting a girls' school so long as the school is started on anything like a permanent basis, and it is to this probability of permanence that attention should be directed when the question is raised of opening a school at any particular place. This matter has been under consideration during the year, and the Chief Commissioner has

decided that in future, when a school is asked for, the people of the village must pay at least half the cost for two years in order to show that there is a real demand for the school and not merely a nominal demand based upon the desire to appear advanced.

111. *Inspecting staff.*—There was no change in the inspecting staff during the year. Miss Haes again complains of the excessive work demanded of the Assistant Inspectresses in consequence of the absence of final orders regarding the third Assistant Inspectress. Both Miss Lima and Miss Collyer were on tour for about 200 days and did a great deal of travelling by rail. It is this great amount of travelling which takes up their time and prevents them from inspecting the schools as fully as they require. In boys' schools the number of visits to be paid by the Deputy Inspectors has been reduced from 3 to 2 in the year, but until the girls' schools are fully provided with competent teachers a much greater amount of inspection combined with instruction to young teachers is requisite. Almost all the executive officers who have touched on female education have noted the above-mentioned limitation of girls to the lower classes and this they ascribe to the want of efficient teachers. It will be seen therefore that the difficulties in the way of progress in female education are closely connected, for without fuller inspection we cannot increase the efficiency of the teachers; without efficient teachers we cannot get the girls to stay at school; unless the girls stay at school the female portion of the population will not be interested in the education of their sex: unless the female population is interested the supply of candidates for teacherships will remain limited and restricted to the less reputable classes of women.

112. *Extra Departmental Agencies.*—There is nothing new to record in regard to these. Miss Haes mentions specially the assistance given by Mr. Durga Prasad, Tahsildar of Mahasamund, and Mr. Meher Ali, Tahsildar of Khandwa, Mr. Gangaram Subedar, Honorary Bench Magistrate, Arang, and Mr. Mahammad Ali Haquani, Extra-Assistant Commissioner, Narsinghpur.

113. *Ladies' Committees.*—Ladies' Committees exist at Hoshangabad, Yeotmal, Malkapur, Chhindwara and Seoni and appear to be very successful. Similar Committees would have been formed at Wardha and Kareli had not the schools been closed for plague.

114. *Missions.*—In Zenanas there are about 538 women learning to read and write only, about another 70 learn arithmetic in addition, paying fees from Re. 1 to Rs. 3 per mensem. Excluding the regular industrial schools at Bhandara, Hoshangabad and Saugor, there are about 190 girls above school-going age learning various kinds of household work and needle-work only, and about 200 learning reading and writing as well as industrial work.

115. *Middle English Schools.*—The only Middle English Girls' Schools are the three aided Mission Schools at Katni, Jubbulpore and Nagpur. Most of the pupils are boarders, being daughters of native Christians and paying full fees. The buildings and equipment are good. The schools at Katni and Nagpur are in charge of European ladies, there being great difficulty in getting qualified Indian or Eurasian teachers.

116. At present many Marathi girls are sent to Poona for education and the United Free Church Mission is hoping to open a Hindu hostel for girls at Nagpur so that these girls may be able to obtain an English education nearer home.

117. This year was the first in which girls were sent up for the High School Scholarship Examination. All three candidates, however, failed. Miss Haes proposes to substitute Hygiene and Physiology for Science in the Girls' Middle English curriculum.

118. *Middle Vernacular Schools.*—These have increased by one. In the Aided Schools the number of pupils is decreasing as the pupils are chiefly orphans who are now growing up and passing out without being replaced by fresh arrivals. In these schools colloquial English is generally taught.

119. *Primary Schools.*—The number of these is almost stationary. Now that the Chief Commissioner has issued definite orders as to the procedure to be followed in regard to opening new schools more rapid progress may be hoped for.

120. *Attendance.*—Miss Haes reports a marked improvement in attendance, *vide* paragraph 78. In certain cases Committees have been warned that the schools would be closed if an average attendance of 30 could not be maintained.

121. *Curriculum.*—Miss Haes was absent on leave when the Vernacular Curriculm for boys was revised. Her proposals to remodel that for girls on similar lines are now under consideration.

122. *Examinations.*—469 girls passed the Primary Examination against 412 last year. The number would have been greater if the standard of work had been higher in Berar. In that Province it has always been lower than in the Central Provinces, and the Inspectress has been forced to exercise greater strictness than in the past as the teachers have made no effort to work up to the Central Provinces standard.

123. *Buildings.*—2 schools have been supplied with new buildings, 56 still remain to be built.

124. *Staff.*—35 schools were reported as being understaffed, but the attendance in these was so low that it was not clear whether there was a real demand for more teachers though the local officers ascribed the bad attendance to the paucity of teachers. However, as the Chief Commissioner did not see his way to grant more teachers I instructed Miss Haes to limit the number on the rolls to correspond with the number of teachers. I hope this will result in better work.

TRAINING OF FEMALE TEACHERS.

125. *Female Normal School, Amraoti.*—The number on the rolls has decreased by one, but the average attendance is better than formerly, and the number in the senior class, *viz.*, 11, is higher than even before. Efforts are being made to make the advantages of the school more widely known so as to attract candidates, but, according to Miss Haes it is "*infra dig* for the ladies of good families to do work for which they will receive pay little higher than that which a coolie gets." I am afraid if this is really the case the cause of female education will never progress, the salaries already given to female primary teachers are larger and the promotion more rapid than in the case of male primary teachers. In fact, soon after I came to the province a male teacher complained to me of the hardship he suffered in having a wife who after a few year's service got much better pay than he did himself with much longer service. Such cases as this must be numerous and, if the women hold back from the Normal School because of the poor prospects of female teachers, I am inclined to think they are simply, in common parlance, "trying it on." I am sorry to see that it has not yet been possible to obtain an Indian lady as matron for the hostel.

126. *Female Normal School, Jubbulpore.*—The number on the rolls has risen to 37, the highest on record, and the number in the hostel from 8 to 17. The work of the institution has been interrupted by plague, but on the whole it is in a flourishing condition for which Miss Levi and her staff deserve much credit. I regret that owing to the impossibility of obtaining labour the very necessary repairs and improvements sanctioned for the Lady Superintendent's quarters and hostel could not be carried out during the year.

127. *Training Classes.*—The 10 Training Classes attached to Mission Aided Middle Vernacular Schools were abolished and replaced by two Central Training Schools, one at Bilaspur under the Christian Mission and one at Hawabagh, Jubbulpore, under the Methodist Episcopalian Mission. It is satisfactory to find that admission to these schools is not limited to children of their particular missions. They practically divide between them the Hindi portion of the Provinces, and it is to be hoped that a similar institution will be opened by some Mission for the Marathi portion.

128. *Teachers' Certificate Examination.*—The following are the results for 1909:—

Institution.	Female Teacher's Certificate.		Primary Grade, 2nd class.		Primary Grade, 1st class.	
	Candidates.	Passed.	Candidates.	Passed.	Candidates.	Passed.
Female Normal School, Amraoti ...	..	...	4	3	...	...
Do. do. Jubbulpore ...	4	1	7	4	...	...
Government Training Classes ..	4	...	...	...	...	...
Mission Training Classes ..	53	20	48	25	3	2
Teachers ..	12	2	13	8	8	3
Total	73	23	72	40	11	5

It is evident that the Government Training Classes are a waste of money or at least of labour and should be closed.

129. *Number of Certificated Teachers.*—Of 387 male and female teachers in girls' schools 60 males and 101 females are certificated, 107 males and 119 females are uncertificated.

130. *Industrial Education.*—"In all girls' orphanages increased attention is being given to manual work as the missionaries are realising that the majority of famine orphans have not the ability to do much book learning."

131. *Bombay School of Art.*—3 students from the Female Normal School, Jubbulpore, and 4 from the Female Normal School, Amraoti, passed the first grade examination, and 1 from the Female Normal School, Amraoti, passed the second grade.

132. *General.*—Miss Haes' report is, as usual, very interesting. It is unfortunate that there is not more progress to report, but in the absence of enlightened public opinion and in the midst of what is but a half-hearted desire for the education of women, the Department has to work very much in the dark, and even carefully thoughtout plans are sometimes destined to failure. Female education is, however, a matter which no modern Government can afford to neglect and we shall gradually learn from failure to find out the right path to success.

CHAPTER IX.—EUROPEAN EDUCATION.

133. *Code.*—In consultation with Mr. Hesketh I revised the Code for European Schools, and am informed that with some slight modifications this has now been sanctioned. It is to be hoped that it will soon be in print and ready for circulation.

134. *Buildings.*—Large grants have been made to St. Francis de Sales' College, Nagpur, and the Convent Schools at Jubbulpore, Badnera, Kamptee and Khandwa. The Science Laboratory for the Bishop's School is nearly ready. The buildings of the Christ Church School, Jubbulpore, will be undertaken this year.

135. *Equipment.*—This is being steadily improved and Rs. 1,000 was divided amongst the European Schools for the purchase of wall maps, diagrams, &c., and of books for teachers' libraries.

136. *Staff.*—The pay of the teachers has been considerably improved. Maintenance grants will now have to be revised. Some of the teachers trained at Sanawar are now being employed and are doing well. This is chiefly in the Catholic Schools. Another promising sign is that the Convent Schools are sending Nuns to Simla for training.

137. The position of the *Bishop's School* has been placed on a sound basis by the collection of an endowment fund of about Rs. 40,000.

138. *Number and attendance.*—The number on the rolls has risen from 1,356 to 1,381, but the number of schools has fallen from 37 to 36 owing to the closure of the Convent School, Pachmarhi. The percentage of attendance is 85·2 against 86·6 last year. This falling off is ascribed to plague in Nagpur.

139. *Cost of Education.*—The average total cost per head is Rs. 73-3-0 of which Rs. 34-8-5 comes from Provincial funds.

140. *Scholarship Examinations.*—The following table shows the results of the Scholarship and Certificate Examinations :—

	High.		Middle.		Primary.	
	Number of Candidates.	Passed.	Number of Candidates.	Passed.	Number of Candidates.	Scholars selected.
Boys.						
Bishop's High School, Nagpur ...	3	1	6	2	6	1
St. Francis de Sales' School, Nagpur ...	3	1	17	9	4	2
St. Aloysius' School, Jubbulpore ...	6	2	8	4	2	
Christ Church Boys' School, Jubbulpore ...	2	1	4		4	2
Convent School, Badnera ...	...	...	...	...	1	...
Girls.						
Convent School, Kamptee ...	1	...	5	...	...	...
Christ Church Girls' School, Jubbulpore...	2	1	5	2	½	1
Convent School, Jubbulpore ...	3		9	6	2	1
Bishop's School, Nagpur ...	2	1	3	3	2	...
Convent School, do. ..	2	1	5	2	1	1
Convent School, Amraoti ...	...	...	...	...	...	...
Convent School, Saugor ...	...	...	3	...	1	...

141. *Apprentice Scholarship.*—Only one apprentice scholarship has been awarded to a European in the course of the year. It was made tenable in the Victoria Technical Institute, Amraoti.

142. *Percentage of Pupils.*—Under the Code the privilege of holding scholarships is limited to Europeans as defined in Article 3, but it has always been difficult to ascertain exactly whether boys with Goanese names come under the definition or should be classed as Native Christians. As a general rule pupils are required to prove their European descent to the satisfaction of a Magistrate, but the matter is still under consideration and the final orders of Government are awaited. In certain doubtful cases boys who have earned the scholarships have been given the benefit of the doubt.

143. *General.*—In general the Inspector considers that the staffing of the schools has improved and that better work is done, and this in spite of the fact that the examination results are not as good as before. I have not had an opportunity of discusing this matter with Mr. Hesketh, but there is no doubt in my mind that the question of the curriculum will have to be taken up in earnest. As regards the literary value of an examination in a country where the equivalency of different examinations as qualifying for Government service or for admission into the University is of importance, it is evident that this value must be uniform, but a serious difficulty arises in arranging courses for schools in which, though the total number of pupils is small, the diversity of occupation for which they must be trained is as great as in schools with a larger number of pupils; in other words the necessity of economy prevents that bi—or—tri—furcation of curriculum which is desirable. Mr. Hesketh proposes to maintain the present standard in each subject, but to lessen the number of compulsory subjects. This is not wholly satisfactory because it is easier to pass a high standard examination in a few subjects than to pass a lower standard examination in a greater number of subjects. It is evident therefore that if the standard of the examinations is to be maintained as a whole, the standard in the compulsory subjects must be raised to compensate for the reduction in number of subjects.

CHAPTER X.—MUHAMMADAN EDUCATION.

144. The following table gives the numbers of pupils in each grade of school :—

	1908-09.						1909-10.					
	Central Provinces.			Berar.			Central Provinces.			Berar.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13
Colleges ...	24	...	24	...	...	...	34	...	34	...	...	...
High Schools ...	265	...	265	53	...	53	232	...	232	171	...	171
English Middle Schools.	1,087	1	1,088	483	...	483	1,129	...	1,129	455	...	455
Vernacular Middle Schools.	2,167	32	2,199	1,571	...	1,571	2,075	31	2,106	1,563	...	1,563
Primary Schools.	9,310	868	10,178	7,805	1,804	9,609	9,818	943	10,761	8,775	1,939	10,714
Training Schools.	22	1	23	13	...	13	18	2	20	14	...	14
Engineering and Surveying.	1	...	1	...	...	...	2	...	2	...	...	...
Industrial Schools.	1	...	1	6	...	6	...	...	...	...	...	...
Other Special Schools.	12	...	12	...	...	...	10	...	10	...	...	...
Elementary Schools.	17	...	17	43	...	43	...	...	...	29	...	29
Total ...	12,906	902	13,808	9,974	1,804	11,778	13,318	976	14,294	11,007	1,939	12,946

The increase of numbers, like last year, is greater in Berar than in the Central Provinces. The large increase in the high stage in Berar is due to the establishment of a Muhammadan High School at Amraoti, and appears to justify the contention of the Berar Muhammadans that their failure to take advantage of the opportunities for higher education was due to the want of distinctively Muhammadan Schools. The decrease in the Middle English Schools is only nominal as the Amraoti Anglo-Urdu School was merged in the High School.

145. Of the Anglo-Urdu classes attached to Marathi Middle English Schools in Berar the only case of failure is at Basim. Mr. Evans is now considering the advisability of transferring the establishment to Khamgaon.

146. In the Nerbudda Circle, Khan Bahadur Nizamuddin advocates an extension of the purely Urdu Schools, pointing out that although about 3,000 Muhammadan boys out of 6,300 of school-going age attend school only 1 or 2 ever go as far as the Matriculation Examination. It is a rather delicate point to discuss, but when one finds so many Muhammadan boys going to Primary Schools and so few of them continuing their studies to higher standards it suggests the conclusion that the early liking for study which certainly exists in Muhammadan boys is quenched by their having to study in the somewhat alien atmosphere of a school which is practically Hindu. This theory has always been maintained by the Berari Muhammadans and is, I think, worth investigation, but, as pointed out by Mr. Laurie, the extension of Muhammadan education depends largely on the supply of competent teachers. The attachment of an Urdu class to the new Normal School at Khandwa has already been mentioned (*vide paragraph* 95).

147. In the Nagpur Circle a Persian teacher was appointed to the Kamptee High School, and an Urdu teacher to the Bhandara Middle English School. The Anjuman High School at Nagpur has opened a 7th class and has applied to the University for affiliation.

148. In the Jubbulpore Circle, Mr. Kilroe remarks that the Muhammadan students are prominent in Athletics and in Drawing. 30 of them passed the last Bombay School of Art.

149. In the Chhattisgarh Circle there has been an increase of pupils, but chiefly in the Primary stage.

150. *Muhammadan Educational Conference.*—As mentioned in my last report this was held at Amraoti in the beginning of the year. Various proposals were made to Government, the most important of which was that a separate budget allotment for Primary Schools should be made by Local Bodies. This is under consideration, and, if granted, will no doubt improve the existing Muhammaddan Schools, but the further proposal of the conference to establish Muhammadan Schools in new places is feasible only if the new Urdu Normal School sanctioned for Amraoti proves a success.

151. *The Muhammadan Revival.*—Last year I drew attention to the increased enthusiasm for education which was visible everywhere. Mr. Evans mentions the superiority in attendance of the boys at the Muhammadan School, Amraoti, as compared with the Hindu High Schools. In my cold weather tour I passed through Ellichpur and was particularly struck by the absolute change visible in the tone and appearance of the Muhammadan teachers and boys in the Anglo-Urdu School. The teachers looked brisk and alert instead of effeminate and half-asleep and the boys went through their physical exercises with the brightness and energy of French cadets. As I happened to be making a special study of the teaching of mental arithmetic in our schools I set the classes in this school the same examples as I had set in the Hindu Schools, and of all the schools I saw in my tour the boys of this school did the best. It would, of course, be absurd to draw general conclusions from one or two single instances like the above, but the future of the Muhammadans should be bright if such a dead-and-alive place as Ellichpur was a few years ago can show so great a change. To the interested observer all signs of revival amongst a class previously considered as excessively conservative, if not actually backward, are worth noting, and I see that Mr. Currie, Deputy Commissioner, Buldana, writes "The year has been an unfavourable one as plague existed in numerous villages." I have endeavoured to impress on masters and boys that inoculation was a safeguard, and if only this were taken up with enthusiasm the closing of the schools would not have been necessary. I regret to say that there was very little result. *It was found that Muhammadan masters and boys were more inclined to take up the matter.*

CHAPTER XI.—ABORIGINES.

152. There has been a general increase in number of the aborigines and low-castes in schools, but as yet no definite opinion has been arrived at as to whether they are kept away from school by their own dislike for education or because of ill-treatment, more or less disguised, by the higher castes. The Inspector of Berar writes of the increase in numbers in that circle "This is a satisfactory record and is chiefly due to Mission work in Ellichpur and the neighbourhood and to the efforts of Messrs. Mahajani and Hosali of Akola in establishing night-schools for Mahars. Separate classes for Mahars under Mahar teachers are maintained and attached to the Marathi Schools at Shegaon and Jaola and are extremely flourishing. This is an experiment that might advanta-

geously be extended, for there is no doubt as to the desire for education amongst the Mahar community, and their progress only waits for favourable opportunities. The difficulties in the way of a Mahar doing well in the ordinary Marathi School are very great. In some places Mahar parents have come to me and complained that their children do not get fair play or due attention in Government or Board Schools, and I am convinced that owing to the prejudice of masters and pupils—particularly masters—the Mahars have good grounds for complaint."

Mr. Rustomji, writing like Mr. Evans of Berar, considers that the prejudice against the Mahars is dying out as may be seen in the disuse of the old practice of keeping Mahar boys out in the verandahs of schools and of taking the deposition of Mahar witnesses in Courts standing outside the Court Room. He considers that the establishment of separate schools for the low-castes would accentuate the caste prejudice, whilst under the present system "The Mahars have undoubtedly gone up in the social scale of late years, and they partly owe this to their schooling in association with boys of other communities." Mr. Rustomji therefore deprecates the establishment of separate schools and would devote any available funds to the awarding of scholarships for low-caste boys. The Deputy Commissioner, Saugor, says the slow progress of the low-castes "is much more due to their own poverty and also to their not recognizing the advantage of or wanting any education themselves. Chamars of course very rarely attend, and Dhimars are another caste who do not support schools, but so far as I can gather it is much more their own ideas than those of any other castes that keep them away."

153. I think Educational Officers are inclined to ascribe the slow progress of the low-castes to the obstacles put in their way by the higher castes, whilst the Civil Officers are inclined to ascribe it to their own distaste for education. In my opinion the Educational Officers are right and I think all the missionaries agree with them. The higher castes have not only kept the low-castes out of the Government Schools, but they have prevented them from going to Mission Schools. That the low-castes are willing to attend schools is, I think, proved by the fact that they flock so readily to the schools opened under the patronage of Brahmin gentlemen. In fact, the position appears to be that if the higher castes do not withdraw the obstacles in the way of the lower castes in the matter of education, the lower castes will pass entirely out of their control. The particular castes or sub-castes mentioned by the Deputy Commissioner, Saugor, do not, I think, affect the case. In every country in the world there are classes of people not only averse to book education but absolutely incapable of it.

CHAPTER XII.—FEUDATORY STATES.

154. The report of the Agency Inspector for the Chhattisgarh Feudatory States shows satisfactory progress in general, though some of the States have fallen off in various ways. Statistics will be found in Chapter I above. The King-Emperor's birth-day was celebrated with enthusiasm in most of the schools.

Mr. Ganpat Lal Chaube does not mention the rising in Bastar, so, I presume, that the hostility reported to have been shown by the insurgents towards schoolmasters and school-buildings has been much exaggerated.

The Feudatory State of Makrai returns exactly the same number of schools and pupils as it did last year.

155. *The Raj-Kumar College, Raipur.*—Mr. G. D. Oswell, who had been Principal of the College since its foundation in 1894, was compelled, by ill-health and to the great regret of all who knew him, to retire in July 1909. He was succeeded by Mr. G. S. Carey, M. A. The Science Laboratory has been completed.

CHAPTER XIII.—DISCIPLINE AND MORAL TRAINING.

156. A decided improvement in the tone and discipline of schools and colleges is reported from all sides. In Berar a few Vernacular Masters were dismissed, generally for old offences newly come to light, but in the High Schools the Inspector reports "the great majority of the teachers in these schools have shown themselves anxious to support the department in enforcing discipline, and seem to have abandoned the indifferent attitude and half-hearted loyalty which in some cases distinguished them formerly." In the Nagpur

Circle Mr. Beadon reports that the Head Master of the High School, Chanda, has been able to start a School Debating Society without fear of abuse and adds "another matter for satisfaction is the way in which masters and boys have been coming forward for plague inoculation." Mr. Williamson regrets the absence of any interest taken by the masters in their boys out of school, and this is particularly noticeable considering "the mingling of the elder boys with Europeans in station games of hockey and cricket in Raipur and to some extent in Bilaspur." The Principals of Colleges all report favourably of the behaviour by their students.

157. As regards religious and moral instruction the question of its introduction into Government Schools is still under consideration, but in the Hitkarni Schools there is a simple religious daily service conducted by the Head Master which appears to be appreciated by the boys. The Seoni Municipality has decided to arrange for a moral lesson for Hindu boys during the Muhammadan prayer time on Fridays. The Anjuman, Jubbulpore, has decided to introduce religious instruction into its schools. After the close of the year the Maharaja of Durbanga approached Government with an application for assistance for the Dharma Mahomandal, a Society intended to provide religious instruction for pupils and students.

158. I have had at various times under consideration books on moral instruction apart from religion produced by English firms, but so far none have been found which are suitable to Indian students.

159. During the last few years complaints have been received of the increase of drinking and smoking amongst Indian students. As regards drinking this does not seem to be a fault of the Central Provinces students, but over a hundred copies of a booklet entitled "An aid to teachers in giving scientific instruction on Temperance," by the Reverend Mr. Blake of Bangalore were distributed to our schools. On the other hand smoking—especially that of cigarettes—seems to have increased and the Chief Commissioner has therefore issued stringent orders forbidding smoking in schools.

160. In order to supply the public generally with the real facts as to the effects of British rule on the economic condition of India, the Local Administration has ordered the preparation of Hindi and Marathi versions of the "Memorandum on some results of the passed fifty years of British rule in India." These will be distributed gratis to all classes of schools.

161. The King-Emperor's birth-day was celebrated almost universally, and this year was unmarred by any untoward incidents.

CHAPTER XIV.—PHYSICAL TRAINING.

162. The Inspectors' reports all show that this subject has not been neglected during the year. In my cold-weather tour I was much struck by the keenness of the boys of the Chhindwara Schools in all kinds of games, whilst in the Harda Range of Hoshangabad District the schools were very strong in wrestling and the School Committees very critical as to the way in which it had been taught. As a general rule, the development of athletics in Primary Schools depends almost entirely on the Deputy Inspectors, though in other places, for instance, Multai, the Indian officials set a good lead by joining the Athletic Clubs, which appear to be exceedingly democratic institutions and admit people of all grades from the Chaprasi upwards purely on their merits.

163. Inter-school tournaments are more widely held every year. Besides the Bandrabhan Fair which is held every year and includes regular inter-school tournaments for the Nerbudda Division, athletic contests formed part of the attractions of the Balaghat and Baihar Fairs. School tournaments were also held in a few places in the Nagpur, Jubbulpore and Chhattisgarh Circles. In Berar the Athletic Association continues to flourish. Mr. Sly distributed the prizes at the annual meeting.

164. I have had a good deal of difficulty in getting the English edition of Deshi Kasrat properly illustrated, but thanks to the assistance of Mr. Bambawala, Superintendent of the Nagpur Normal School, this is now completed, and the work is in the Press. It ought to be useful to all English officers who visit the schools, and to teachers in English Schools who never went through the course in their childhood.

165. Last year rules were issued regulating the grant of money in aid of Games Clubs attached to schools and colleges and the institutions were asked to submit copies of their Club Rules for my approval. On examining those submitted I found so much unnecessary diversity and so great a tendency to ask for further concessions that it became necessary to issue draft rules applicable to schools and colleges respectively, and I think it will be necessary to include these rules in the revised Manual.

CHAPTER XV.—CONFERENCES.

166. *In Nagpur Circle* the annual conference was not held this year, Mr. Beadon being on deputation in Berar, but the Deputy Inspectors held conferences for the Primary Schoolmasters. In *Jubbulpore* a Circle Conference was held and Teachers' Conferences in four districts. In the *Nerbudda Circle* only the Circle Conference appears to have been held. In *Chhattisgarh* the Circle Conference included masters from Municipal Schools and was attended by the Agency Inspector with the Deputy Inspectors and English teachers from the Feudatory States. A prominent feature of this Conference was the exhibition by Miss Haes of a collection of drawing done in English and Japanese Schools. In *Berar* the Circle Conference was held by Mr. Beadon. A new feature was the competition in class teaching and essay-writing for which Mr Sly gave prizes.

167. In regard to the Circle Conferences it has always seemed to me a pity that something in the nature of a printed report has not been regularly produced. I have often been asked to print the papers which are prepared for them, but the bulk of material is so great as to make the cost prohibitive and a great deal of editing is involved. Mr. Williamson with his usual energy has, on more than one occasion, prepared a report of the Conferences held under his superintendence and had it printed by a small subscription from the masters. This example might be followed with advantage in other Circles.

168. The usual Commissioners' Conference was held at Pachmarhi in June 1909, and dealt with the training of Primary Teachers, and certain proposals regarding the teaching of Drill and Gymnastics. Besides attending this Conference I held various informal Conferences in Jubbulpore, Nagpur and Amraoti, chiefly with Educational Officers, to discuss the new curriculum for Primary Schools, the new examinations necessitated by the new scheme of training teachers, the length and time of College and School vacations, the Berar Normal Schools and scholarships, and the introduction of a new grant-in-aid system for the extension of Primary Education by Local Bodies.

169. The Berar Muhammadan Educational Conference held at Amraoti in April 1909 has been mentioned in Chapter X. The Maratha Educational Conference was also held at Amraoti in March 1910. No report was sent to me.

CHAPTER XVI.—TEXT-BOOK COMMITTEE.

170. The following is a statement of the work done by the Text-Book Committees :—

	Arrears on the 1st April 1909.	Books received during 1909-10.	Books disposed of during 1909-10.
(1) Nagpur Central Text-Book Committee ...	13	67	2
(2) Nagpur Sub-Text-Book Committee ...	237	35	20
(3) Jubbulpore Sub-Text-Book-Committee ...	5	32	21
(4) Berar Text-Book Committee ...	11	2	13
Total	266	136	56

It is very unsatisfactory, but the new rules which limit the circulation of books for examination to a small number of the Committee members have not yet been brought into force, as the final constitution of each Committee has not yet been settled. The Berar Committee is practically defunct and formal orders on its abolition have been requested.

171. The Preliminary Examiners on the other hand have dealt with their work very promptly. 238 books were sent to them for their opinion. Those of which they could say anything favourable were sent to the Text-Book Committee

for examination with the exception of 7, which being in English, I sanctioned at once as Prize or Library Books. 83 appeared from the Examiners' reports to be absolutely unsuitable and were rejected without further examination. Two books and two maps were rejected by me without even being submitted to the Preliminary Examiners.

172. The *Badnera Book Depôt* was inspected by Mr. Evans in June. The Curator complains that the accounts of the Branch Book Depôts are not properly kept. The masters who keep them get a small commission, but I doubt if they are the proper people for this kind of work and I think it is quite time that the whole of the distribution of books for both the Central Provinces and Berar was made over to Messrs Newal Kishore & Co. The Book Depôts connected with the District Councils in the Central Provinces give endless and useless trouble to the Deputy Inspectors and are a constant source of anxiety in reference to the accounts which have to be kept. In making a new agreement with Messrs. Newal Kishore this point should be borne in mind. In the Badnera Book Depôt the total expenditure for the year was Rs. 23,711-15-4, the payments into the Treasury were Rs. 24,748-9-6. There are also of course a number of books in hand, but as the number of unsuitable books increases the value of the stock soon disappears. Under the circumstances it would seem quite possible for Messrs. Newal Kishore to reduce prices to the schools and yet manage the work profitably to themselves.

I have the honour to be,

Sir,

Your most obedient Servant,

S. C. HILL,

Director of Public Instruction,

Central Provinces.

EDUCATION GENERAL TABLE I.

Abstract Return of Colleges, Schools and Scholars in the Central Provinces and Berar at the end the Official year 1909-10.

(FOR DETAILS SEE GENERAL TABLE III.)

Total area in square miles.	Area and population.		Institutions and scholars.	Public Institutions.									Grand Total.	Percentage of	Remarks.
				Collegiate Education.		School Education, General.		School Education, Special.			Private institutions.				
	Number of towns* and villages.	Population.		Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other special Schools.	Total of Public Institutions.	Advanced.	Elementary.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
British Territory 99,220·82 Native States 30,952·00 Total .. 130,173·82	Towns. British Territory ... 102 Native States ... 11 Total ... 113	Males. British Territory ... 5,991,382 Native States ... 802,450 Total ... 6,793,832	Institutions. For males ...	3	2	409	3,019	6	8	3,447	3	1	3,451	7·5	Institutions to number of towns and villages. *
			For females...	...	...	39	301	2	...	342	...	...	342	·7	
			Total ..	3	2	448	3,320	8	8	3,789	3	1	3,793	8·3	
	Villages. British Territory ... 37,198 Native States ... 8,210 Total ... 45,408	Females. British Territory ... 61,49,319 Native States .. 815,872 Total ... 6,965,'91	Scholars. Males ...	479	99	52,663	212,857	422	630	266,850	53	29	266,932	26·1	Male scholars to male population of school-going age †
			Females ...	...	...	2,646	26,669	58	...	29,373	...	...	29,373	2·8	Femal scholars to female population of school-going age ‡
	Grand Total ... 45,521	Grand Total ... 13,759023	Total ...	479	99	55,309	239,526	480	330	296,223	53	29	296,305	14·3	

NOTE—For the purposes of columns 1, 2 and 3 the statistics of the Census of 1901 should be utilized, subject to the modifications enumerated below.

* A town contains 5,000 inhabitants or upwards. A village contains less than 5,000 inhabitants. A Municipality or a Contonment, whatever its population, should be entered as a town.

† The population of school-going age is taken at 15 per cent. of the whole population.

‡ The population of Native or Feudatory States and Political Agencies should not be shown except in the case of those Provinces where the schools of the States in question come under the supervision and control of the Education Department; and the foot-note should specify what addition or deduction is made in this respect.

Abstract Return of Expenditure on Public Instruction in the

	Total Direct Expenditure on Public Instruction.						Total.
	Collegiate Education.		School Education, General.		School Education, Special		
	Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other special Schools.	
1	2	3	4	5	6	7	8
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1.—Institutions ... For Males	1,01,039	21,767	6,87,537	958,175	60,687	42,791	18,71,996
For Females	...	...	48,711	135,864	17,213	...	2,01,788
Total	1,01,039	21,767	7,36,248	10,94,039	77,900	42,791	20,73,784
2.—(a) Percentages* of Provincial Expenditure included in columns 2—17 to Total Provincial Expenditure on Public Instruction.	5·16	1·52	26·27	14·25	7·13	3·24	57·58
(b) Precentages* of District Fund Expenditure included in columns 2—17 to Total District Fund Expenditure on Public Instruction.	...	...	16·04	65·19	...	...	81·33
) Percentages of Municipal Expenditure included in columns 2—17 to Total Municipal Expenditure on Public Instruction.	·94	...	30·18	43·72	...	·81	75·67
) Percentages of Total Expenditure in columns 2—17 to Total Expenditure on Public Instruction.	3·49	·75	25·45	37·83	2·69	1·47	71·71
AVERAGE ANNUAL COST OF EDUCATING EACH PUPIL IN—	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Government Institution. Cost to Provincial Revenues ...	169 4 2	174 1 7	19 10 4	6 14 9	166 10 4	294 9 7	18 11 6
Cost to District and Municipal Funds.	...	...	0 10 9	...	...	...	0 4 4
Total Cost ...	248 9 5	226 11 9	26 5 9	6 15 6	167 2 8	24 8 10	29 14 5
District Fund Schools. Cost to Provincial Revenues ...	...	...	...	...	...	...	...
Cost to District Funds ...	...	...	5 11 9	4 7 8	...	...	4 10 11
Total Cost ...	...	...	5 11 9	4 7 8	...	...	4 10 11
Municipal Schools. Cost to Provincial Revenues ...	...	...	4 7 4	1 2 8	...	...	2 0 11
Cost to Municipal Funds ...	...	...	5 1 4	3 3 0	...	...	3 11 3
Total Cost ...	...	...	12 8 7	4 12 4	...	...	6 14 3
Institutions in Feudatory States. Cost to Native State Revenues ...	...	...	7 0 8	1 10 4	...	...	2 2 3
Cost to District and Municipal Funds.	...	...	2 5 4	0 6 11	...	...	0 9 7
Total Cost ...	...	...	9 15 11	2 5 1	...	...	2 15 10
Aided Institutions. Cost to Provincial Revenues ...	102 6 5	...	12 9 1	3 11 10	...	55 0 0	8 7 0
Cost to District and Municipal Funds.	5 5 4	...	1 0 10	0 11 3	...	4 13 0	0 14 9
Total Cost ...	215 5 11	...	31 2 11	10 2 10	...	82 1 8	20 5 5
Unaided Institutions ... Total Cost ...	...	...	35 5 0	2 15 2	...	...	4 2 11
All Institutions. Cost to Provincial Revenues ...	126 15 2	174 15 0	5 3 7	0 11 10	161 7 2	104 10 0	2 2 10
Cost to District and Municipal Funds.	5 5 4	...	3 15 9	3 4 7	...	4 13 0	3 6 6
Total Cost ...	227 9 0	226 5 2	13 6 6	4 11 3	161 8 0	125 9 10	7 2 10

ERAL TABLE II.

Central Provinces and Berar for the Official year 1909-10.

Total Indirect Expenditure on Public Instruction.§								Total expenditure on Public Instruction.	Remarks.
University.	Direction.	Inspection.	Scholarships.	Buildings.	Special grants for furniture and apparatus.	Miscellaneous.	Total.		
9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
...	55,487	1,94,346	50,427	2,58,639	56,201	1,40,155	7,55,255	26,27,251	
...	...	21,970	6,382	24,348	4,044	6,062	62,806	2,64,594	
...	55,487	2,16,316	56,809	2,82,987	60,245	1,46,217	8,18,061	28,91,845	
...	5·08	18·25	2·95	4·34	2·43	9·34	42·42	100	
...	...	·48	1·42	14·64	1·19	·91	18·67	100	
...	...	...	2·17	17·06	2·33	2·75	24·33	100	
...	1·91	7·48	1·96	9·78	2·08	5·05	28·29	100	

* The percentages required for 2 (*a*), 2 (*b*), 2 (*c*) are to be calculated from the figures given in columns 34, 35, 36, respectively, of General Table IV.

† The annual cost is calculated on the direct expenditure only. The average cost of educating each pupil is obtained by dividing the direct expenditure by the average monthly number on the rolls during the year.

‡ The average cost of each pupil in District Fund and Municipal Schools is to be obtained from the figures given in General Table VII.

§ Fractions of a rupee should be omitted except in the columns showing the average annual cost of educating each pupil.

Return of Colleges, Schools and Scholars in the

Class of Institutions.	Public					
	Under Public					
	Managed by Government.				Managed by District	
	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.
1	2	3	4	5	6	7
COLLEGIATE EDUCATION.						
ARTS COLLEGES.						
English	1	186	163	125	...	...
Oriental	...	...	...	...	...	...
COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.						
Law	1	85	79	60	...	...
Medicine	...	...	...	...	...	...
Engineering	1	14	17	11	..	...
Teaching	...	...	...	...	...	...
Agriculture	...	...	...	...	...	...
Total ...	3	285	259	196	...	...
SCHOOL EDUCATION, GENERAL.						
SECONDARY SCHOOLS.						
For Boys ... High Schools ...	11	1,524	1,397	1,205	3	214
For Boys ... Middle Schools. English ...	35	6,001	6,156	5,016	29	3,697
For Boys ... Middle Schools. Vernacular ...	1	121	121	81	237	33,285
For Girls ... High Schools ...	...	...	...	...	...	...
For Girls ... Middle Schools. English ..	...	...	...	...	...	...
For Girls ... Middle Schools. Vernacular ..	9	890	864	645	...	...
Total ...	56	8,536	8,538	6,947	269	37,196
PRIMARY SCHOOLS.						
For Boys	9	869	861	601	2,355	1,77,186
For Girls	192	10,753	10,642	7,362	1	33
Total ..	201	11,622	11,503	7,963	2,356	1,77,219
SCHOOL EDUCATION, SPECIAL.						
SCHOOLS FOR SPECIAL INSTRUCTION.						
Training Schools for Masters ...	5	407	411	370	...	...
Training Schools for Mistresses ...	2	58	55	45	...	...
Schools of Art	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...
Engineering and Surveying Schools ...	1	13	13	12	...	...
Industrial Schools	...	...	...	...	...	...
Commercial Schools	...	...	...	...	...	...
Agricultural Schools	...	...	...	...	...	...
Other Schools, Reformatory ...	1	61	57	54	...	...
Total ...	9	539	536	481	...	...
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION.	269	20,982	20,836	15,587	2,625	2,14,415

Central Provinces and Berar for the official year 1909-10.

Institutions.									
Management.						Under Private Management.			
or Municipal Boards.		Maintained by Native States.				Aided by Government or by District Municipal Boards.			
Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
8	9	10	11	12	13	14	15	16	17
...	...	..	...	...	...	2	293	281	209
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	..	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	2	293	281	209
195	162	3	42	40	34	16	1,235	1,260	966
3,660	3,033	8	448	446	356	32	2,539	2,615	2,065
32,792	24,422	9	1,974	1,874	1,493	15	1,643	1,658	1,330
...	...	..	...	...	...	4	19	17	12
...	...	...	...	...	...	9	281	284	253
...	...	...	...	..	...	16	1,082	1,197	942
36,647	27,617	20	2,464	2,360	1,883	92	6,799	7,031	5,568
1,73,737	1,27,511	271	25,603	23,741	17,892	149	11,111	11,182	7,960
33	13	13	889	811	592	70	3,466	3,292	2,231
1,73,770	1,27,524	284	26,492	24,552	18,484	219	14,577	14,474	10,191
...	...	...	...	...	...	1	15	15	13
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	..	...	...	...	...	...	...	...	...
...	...	...	...	..	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	6	256	270	213
...	..	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	7	271	285	226
2,10,417	1,55,141	304	28,956	26,912	20,377	320	21,940	22,071	16,194

Return of Colleges, Schools and Scholars in the Central

Class of Institutions.	Public Institutions.—(*Concld.*)				Grand Total of Public Institutions.	Grand Total of Scholars on the 31st March.	Number of Scholars on the 31st of March learning		
	Under Private Management—(*Concld.*)								
	Unaided.								
	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.			English.	A. Classical language.	A. Vernacular language.
	18	19	20	21	22	23	24	25	26
ARTS COLLEGES.									
COLLEGIATE EDUCATION. English	...	...	...	...	3	479	479	250	128
COLLEGIATE EDUCATION. Oriental	...	...	...	...	...	...	...	...	...
COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.									
COLLEGIATE EDUCATION. Law	...	...	...	...	1	85	85	...	...
COLLEGIATE EDUCATION. Medicine	...	...	...	...	...	...	...	...	...
COLLEGIATE EDUCATION. Engineering	...	...	...	...	1	14	14	..	...
COLLEGIATE EDUCATION. Teaching	...	...	...	...	...	...	...	...	...
COLLEGIATE EDUCATION. Agriculture	...	...	...	...	...	...	...	...	...
Total	...	...	...	...	5	578	578	250	128
SECONDARY SCHOOLS.									
SCHOOL EDUCATION, GENERAL. For Boys ... High Schools	...	2	49	50	47	35	3,064	3,044	1,806	1,626
SCHOOL EDUCATION, GENERAL. For Boys ... Middle Schools. English	...	6	178	162	132	110	12,863	11,674	482	10,882
SCHOOL EDUCATION, GENERAL. For Boys ... Middle Schools. Vernacular	...	2	50	51	47	264	37,073	46	...	37,185
SCHOOL EDUCATION, GENERAL. For Girls ... High Schools	...	...	...	...	...	4	19	19	19	...
SCHOOL EDUCATION, GENERAL. For Girls ... Middle Schools. English	...	...	...	...	...	9	281	281	119	155
SCHOOL EDUCATION, GENERAL. For Girls ... Middle Schools. Vernacular	...	1	37	68	57	26	2,009	...	...	2,009
Total	..	11	314	331	283	448	55,309	15,964	2,426	51,857
PRIMARY SCHOOLS.									
SCHOOL EDUCATION, GENERAL. For Boys	...	235	8,732	7,626	5,363	3,019	223,561	1,425	234	223,345
SCHOOL EDUCATION, GENERAL. For Girls	...	25	824	699	456	301	15,965	603	42	15,366
Total	...	260	9,616	8,325	5,819	3,320	239,526	2,028	276	238,711
SCHOOLS FOR SPECIAL INSTRUCTION.									
SCHOOL EDUCATION, SPECIAL. Training Schools for Masters	...	...	...	...	...	6	422	92	72	402
SCHOOL EDUCATION, SPECIAL. Training Schools for Mistresses	...	...	...	...	...	2	58	2	...	58
SCHOOL EDUCATION, SPECIAL. Schools of Art	...	...	...	...	..	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Law Schools	...	...	..	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Medical Schools	...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Engineering and Surveying Schools	...	...	...	...	...	1	13	13	...	...
SCHOOL EDUCATION, SPECIAL. Industrial Schools	...	...	...	...	...	6	256	72	...	20
SCHOOL EDUCATION, SPECIAL. Commercial Schools	...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Agricultural Schools	..	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Other Schools, Reformatory	...	...	...	...	...	1	61	...	...	61
Total	...	...	...	...	...	16	810	189	72	541
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION.		271	9,930	8,656	6,102	3,787	296,223	...	...	...
PRIVATE INSTITUTIONS. 1.—Advanced, Teaching— (*a*) Arabic or Persian	...	..								
PRIVATE INSTITUTIONS. (*b*) Sanskrit	...	..	3	53	53	45	3	53	...	53	...
PRIVATE INSTITUTIONS. (*c*) Any other Oriental Classic		..								
PRIVATE INSTITUTIONS. 2.—Elementary, teaching—A Vernacular only or mainly. For Boys.										
PRIVATE INSTITUTIONS. 2.—Elementary, teaching—A Vernacular only or mainly. „ Girls.										
PRIVATE INSTITUTIONS. 3.—Elementary, teaching the Koran. For Boys.		1	29	29	22	1	29	...	29	...
PRIVATE INSTITUTIONS. 3.—Elementary, teaching the Koran. „ Girls.										
PRIVATE INSTITUTIONS. 4.—Other Schools not conforming to Departmental Standards. For Boys.										
PRIVATE INSTITUTIONS. 4.—Other Schools not conforming to Departmental Standards. „ Girls.										
Total	...	4	82	82	67	4	82	...	82	...
GRAND TOTAL	...	275	10,012	948	6,169	3,793	296,305	17,859	3,106	291,237

Provinces and Berar for the official year 1909-10.—(Concld.)

Classification of Scholars on the 31st March according to Race or Creed.									Number of girls in Boys' School.	Number of boys in Girls' School.	Remarks.
Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Budhist.	Parsis.	Gonds and other aborigines.	Others.			
		Brahmins.	Non-Brahmins.								
27	28	29	30	31	32	33	34	35	36	37	38
11	3	330	104	30	...	1	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
3	...	69	8	4	...	1	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
...	...	14	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	..	...	
...	...	...	...	...	...	...	...	...	...	...	
14	3	413	112	34	...	2	...	..	...	...	
69	80	1,534	938	407	3	25	1	7	5	...	
191	316	4,485	5,980	1,617	102	35	22	115	22	...	
...	733	4,538	26,290	3,789	182	2	278	1,261	330	...	
18	...	...	...	...	...	1	...	...	...	...	
122	155	...	...	4	...	...	...	...	...	1	
...	943	354	608	24	11	...	...	69	...	19	
400	2,227	10,911	33,816	5,841	298	63	301	1,452	357	20	
327	1,389	19,624	1,52,785	19,512	400	100	9,174	20,250	10,923	...	
572	486	2,640	9,005	2,544	29	28	52	609	...	219	
899	1,875	22,264	1,61,790	22,056	429	128	9,226	20,859	10,923	219	
...	5	125	233	32	3	...	2	22	...	...	
...	8	13	35	2	...	...	...	...	...	...	
...	...	...	...	...		...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
...	...	7	4	2	...	...	...	...	...	...	
73	155	21	7	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
...	2	6	35	10	...	...	...	8	...	...	
73	170	172	314	46	3	...	2	30	...	..	
...	...	...	...	...	...	...	...	...	...	...	
...	...	53	...	...	...	...	...	...	...	...	
...	...	...	...	29	...	...	...	...	...	...	
...	...	53	...	29	...	...	...	...	...	...	
1,386	4,275	33,813	1,96,032	28,006	730	193	9,529	22,341	11,280	239	

EDUCATION—GENERAL TABLE III-A.

Number of Scholars on the 31st March classified according to Sex, Race, or Creed, for the Central Provinces and Berar for the official year 1909-10.

Class of Institutions.		Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Gonds and other aborigines.	Others.
				Brahmins.	Non-Brahmins.					
COLLEGIATE EDUCATION.										
ARTS COLLEGES.										
English ...	Male	11	3	330	104	30	..	1	...	...
	Female	...	...	...	...	...	...	...	...	...
Oriental ...	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
COLLEGE FOR PROFESSIONAL TRAINING.										
Law ..	Male	3	...	69	8	4	...	1	...	...
	Female	...	...	...	...	...	...	...	...	..
Medicine ...	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
B. Sc. Class ...	Male	...	...	14	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
Teaching ...	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
Agriculture ...	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
Total ...		14	3	413	112	34	...	2	...	...
SCHOOL EDUCATION—GENERAL.										
SECONDARY SCHOOLS.										
For Boys.										
High Schools ...	Male	64	80	1,534	938	407	3	25	1	7
	Female	5	...	...	...	...	...	...	...	...
Middle Schools—										
English ...	Male	172	314	4,484	5,980	1,617	102	35	22	115
	Female	19	2	1	...	...	...	...	...	...
Total ...		260	396	6,019	6,918	2,024	105	60	23	122
Vernacular ...	Male	...	726	4,473	26,064	3,779	181	2	276	1,242
	Female	...	7	65	226	10	1	...	2	19
For Girls.										
High Schools ...	Male	...	...	...	...	...	...	...	...	...
	Female	18	...	...	...	...	...	1	...	...
Middle Schools—										
English ...	Male	...	1	...	...	...	...	...	...	...
	Female	122	154	...	...	4	...	...	...	...
Vernacular ...	Male	...	9	...	7	...	...	...	...	3
	Female	...	934	354	601	24	11	...	...	66
Total ...		400	2,227	10,911	33,816	5,841	298	63	301	1,452
PRIMARY SCHOOLS.										
For Boys ...	Male	276	1,343	18,889	145,523	19,124	399	95	7,720	19,269
	Female	51	46	735	7,262	388	1	5	1,454	981
For Girls ...	Male	157	15	16	23	...	...	6	..	2
	Female	415	471	2,624	8,982	2,544	29	22	52	607
Total ...		899	1,875	22,264	161,790	22,056	429	128	9,226	20,859

EDUCATION—GENERAL TABLE III-A.

Number of Scholars on the 31st March classified according to Sex, Race, or Creed, for the Central Provinces and Berar for the official year 1909-10.—(Concld.)

Class of Institutions.		Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Gonds and other aborigines.	Others.
				Brahmins.	Non-Brahmins.					
SCHOOL EDUCATION—SPECIAL.										
SCHOOLS FOR SPECIAL INSTRUCTION.										
Training Schools ...	Male	...	5	125	233	32	3	...	2	22
	Female	...	8	13	35	2	...	...	...	...
Schools of Art ...	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
Law Schools ...	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
Medical Schools ..	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
Engineering and Surveying Schools	Male	...	...	7	4	2	...	...	...	...
	Female	...	..	...	...	...	...	...	...	...
Industrial Schools ...	Male	73	155	21	7	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
Other Schools	Male	...	2	6	35	10	...	...	...	8
	Female	...	...	...	...	...	...	...	...	...
Total ...		73	170	172	314	46	3	...	2	30
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION.		1,386	4,275	33,760	196,032	27,977	730	193	9,529	22,341
PRIVATE INSTITUTIONS.										
1. Advanced Teaching—										
(*a*) Arabic or Persian ...	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
(*b*) Sanskrit	Male	...	...	53	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
(*c*) Any other Oriental classics.	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	..	...	...	...	...	...	...
2. Elementary teaching—A Vernacular only or mainly—										
For Boys	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
For Girls	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
3. Elementary Teaching—the Koran only—										
For Boys	Male	...	...	...	...	29	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
For Girls	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
Other Schools not conforming to Departmental Standards—										
For Boys	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
For Girls	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	..	...
TOTAL OF PRIVATE INSTITUTIONS ...		...	...	53	...	29	...	...	...	...
GRAND TOTAL ...		1,386	4,275	33,813	196,032	28,006	730	193	9,529	22,341

Return of Expenditure on Public Instruction in the Central

Objects of Expenditure.		Public						
		Under Public						
		Managed by Government.						
		Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1		2	3	4	5	6	7	8
	ARTS COLLEGES.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
COLLEGIATE EDUCATION.	English	27,590	...	...	9,513	...	3,417	40,520
	Oriental	...	...	...	...	...	...	...
	COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.							
	Law	4,000	...	...	4,780	...	...	8,780
	Medicine	...	...	...	...	...	...	...
	Engineering	12,713	...	...	274	...	...	12,987
	B. Sc. Class	...	...	...	...	...	...	...
	Agriculture	...	...	...	...	...	...	...
	Total	44,303	...	...	14,567	...	3,417	62,287
SCHOOL EDUCATION, GENERAL.	SECONDARY SCHOOLS.							
	For Boys — High Schools	56,318	...	3,790	23,200	3,107	94	86,503
	For Boys — Middle Schools — English	1,02,551	...	1,951	18,812	6,199	47	1,29,560
	For Boys — Middle Schools — Vernacular	2,475	...	...	...	...	...	2,475
	For Girls — High Schools	...	...	...	...	...	...	...
	For Girls — Middle Schools — English	...	...	...	...	...	...	...
	For Girls — Middle Schools — Vernacular	6,523	...	...	...	39	...	6,562
	Total	1,67,861	...	5,741	42,012	9,345	141	2,25,100
	PRIMARY SCHOOLS.							
	For Boys	10,603	...	...	271	...	...	10,874
	For Girls	69,069	...	10	...	223	...	69,302
	Total	79,672	...	10	271	233	...	80,176
SCHOOL EDUCATION, SPECIAL.	SCHOOLS FOR SPECIAL INSTRUCTION.							
	Training Schools for Masters	60,445	...	...	...	...	242	60,687
	Training Schools for Mistresses	17,213	...	...	...	...	...	17,213
	School of Arts	...	...	...	...	...	...	...
	Law Schools	...	...	...	...	...	...	...
	Medical Schools	...	...	...	...	...	...	...
	Engineering and Surveying Schools	4,762	...	...	...	...	...	4,762
	Industrial Schools	...	...	...	...	...	...	...
	Commercial Schools	...	...	...	...	...	...	...
	Agricultural Schools	...	...	...	...	...	...	...
	Other Schools, Reformatory	15,860	...	...	...			15,860
	Total	98,280	...	...	...	...	242	98,522
Buildings		21,213	...	...	1,904	...	...	23,117
Furniture and Apparatus (special grants only)		21,949	...	...	...	85	...	22,034
	Total	43,162	...	...	1,904	85	...	45,151
University		...	...	...	...	...	...	...
Direction		...	...	...	...	...	...	...
Inspection		...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN—	Arts Colleges	...	...	...	...	...	...	...
	Medical Colleges	...	...	...	...	...	...	...
	Professional Colleges	...	...	...	...	...	...	...
	Secondary Schools	...	...	...	...	...	...	...
	Primary Schools	...	...	...	...	...	...	...
	Medical Schools	...	...	...	...	...	...	...
	Technical and Industrial Schools	...	...	...	...	...	...	...
	Other Special Schools	...	...	...	...	...	...	...
	Miscellaneous	...	...	...	...	...	...	...
	Total	...	...	...	...	...	...	...
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION		4,33,278	...	5,751	58,754	9,653	3,800	5,11,236

ERAL TABLE IV.

Provinces and Berar for the Official year 1909-10.

Institutions.													
Management.													
Managed by District or Municipal Boards.							Maintained by Feudatory States.						
Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Native State Revenues.	Local Funds in Native States.	Municipal Funds raised in Native States.	Fees.	Subscriptions.	Endowments and other sources.	Total.
9	10	11	12	13	14	15	16	17	18	19	20	21	22
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	..	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
4,599	...	719	3,833	43	31	9,225	4,528	...	2,225	580	...	...	6,833
22,479	11,563	20,717	14,502	116	515	69,892	7,099	...	2,062	446	..	133	9,740
3,565	1,59,312	13,505	1,352	171		1,77,905	4,856	...	1,227	196	...	746	7,025
...	...	...	...	...	..	...	...	...	...	...	...	...	...
...	...	...	..	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
30,643	1,70,875	34,941	19,687	330	546	2,57,022	16,483	...	5,514	722	..	879	23,598
21,710	6,95,445	59,290	7,959	315	3	7,84,722	37,928	8,391	1,405	499	...	5,250	53,473
...	246	...	...	...	...	246	2,584	204	674	...	...	...	3,462
21,710	6,95,691	59,290	7,959	315	3	7,84,968	40,512	8,595	2,079	499	...	5,250	56,935
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	..	...	...	...	...	...	...	...	...	...
...	...	...	..	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	..	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	..	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	..	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	..	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
12	1,54,508	18,290	344	947	...	1,74,101	409	237	3,312	...	...	2,464	6,422
244	12,724	3,704	63	26	...	16,761	4,009	20	1,047	1,112	...	825	7,013
256	1,67,232	21,994	407	973	...	1,90,862	4,418	257	4,359	1,112	...	3,289	13,435
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	..	..	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	..	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	..	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	..	..
...	...	...	...	...	...	..	...	...	...	...	...	...	...
52,609	10,33,798	1,16,225	28,053	1,618	549	12,32,852	61,413	8,852	11,952	2,333	...	9,418	93,968

Return of Expenditure on Public Instruction in the Central

Objects of Expenditure.	Public						
	Under Private						
	Aided by Government or by District or Municipal Boards.						
	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
	23	24	25	26	27	28	29
ARTS COLLEGES.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Collegiate Education — English	28,775	...	1,500	11,539	...	18,705	60,519
Collegiate Education — Oriental	...	...	...	...	...	...	...
Colleges or Departments of Colleges for Professional Training.							
Law	...	...	...	...	...	...	...
Medicine	...	...	...	...	...	...	...
Engineering	...	...	...	...	...	...	...
B. Sc. Class	...	...	...	...	...	...	...
Agriculture	...	...	...	...	...	...	...
Total	28,775	...	1,500	11,539	...	18,705	60,519
Secondary Schools.							
School Education, General — For Boys — High Schools	31,635	...	2,716	21,864	1,089	14,202	71,506
For Boys — Middle Schools — English	37,320	150	4,222	25,300	3,792	22,573	93,357
For Boys — Middle Schools — Vernacular	4,262	...	...	455	4	8,380	13,101
For Girls — High Schools	2,481	...	40	757	50	1,351	4,679
For Girls — Middle Schools — English	7,298	...	55	3,281	1,447	7,443	19,524
For Girls — Middle Schools — Vernacular	5,378	...	224	...	111	10,958	16,671
Total	88,374	150	7,257	51,657	6,493	64,907	2,18,838
Primary Schools.							
For Boys	33,339	25	7,824	10,705	4,272	32,785	88,950
For Girls	20,899	...	2,321	9,059	2,587	23,596	58,462
Total	54,238	25	10,145	19,764	6,859	56,381	1,47,412
Schools for Special Instruction.							
School Education, Special — Training Schools for Masters	...	...	...	...	...	...	...
Training Schools for Mistresses	...	...	...	...	...	...	...
School of Arts	...	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...	...
Engineering and Surveying Schools	...	...	...	...	...	...	...
Industrial Schools	...	...	...	...	...	...	...
Commercial Schools	14,850	...	1,300	...	...	6,019	22,169
Agricultural Schools	...	...	...	...	...	...	...
Other Schools, Reformatory	...	...	...	...	...	...	...
Total	14,850	...	1,300	...	...	6,019	22,169
Buildings	26,188	1,500	8,810	905	3,577	29,029	70,009
Furniture and Apparatus (special grants only)	4,416	...	...	234	157	8,757	13,564
Total	30,604	1,500	8,810	1,139	3,734	37,786	83,573
University	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...
Scholarships held in — Arts Colleges	...	...	...	...	...	...	...
Medical Colleges	...	...	...	...	...	...	...
Professional Colleges	...	...	...	...	...	...	...
Secondary Schools	...	...	...	...	...	...	...
Primary Schools	...	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...	...
Technical and Industrial Schools	...	...	...	...	...	...	...
Other Special Schools	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...
Total Expenditure on Public Instruction	2,16,841	1,675	29,012	84,099	17,086	1,83,798	5,32,511

Provinces and Berar for the Official year 1909-10—(Concld.)

Institutions.				Total Expenditure from							Remarks.
Management.											
Unaided.											
Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	All other sources.		Grand Total.	
								Private.	Public.		
30	31	32	33	34	35	36	37	38	39	40	41
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
...	...	...	...	56,365	...	1,500	21,052	22,122	...	1,01,039	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	4,009	...	...	4,780	...	...	8,780	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	12,713	...	...	274	...	...	12,987	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	73,078	...	1,500	26,106	22,122	...	1,22,806	
1,258	...	2,541	3,799	92,546	...	7,225	50,235	23,332	4,528	1,77,866	
369	384	3,268	4,021	1,62,350	11,713	26,890	59,429	39,089	7,099	3,06,570	
...	...	2,595	2,595	10,302	1,59,312	13,505	2,003	13,123	4,856	2,03,101	
...	...	...	...	2,481	...	40	757	1,401	...	4,679	
...	...	...	...	7,298	...	55	3,281	8,890	...	19,524	
...	1,275	...	1,275	11,901	...	224	...	12,383	...	24,508	
1,627	1,659	8,404	11,690	2,86,878	1,71,025	47,939	1,15,705	98,218	16,483	7,36,248	
4,803	2,249	13,104	20,156	65,652	6,95,470	67,114	24,237	67,774	37,928	9,58,175	
...	167	4,225	4,392	89,968	246	2,331	9,059	31,676	2,584	1,35,864	
4,803	2,416	17,329	24,548	1,55,620	6,95,716	69,445	33,296	99,450	40,512	10,94,039	
...	...	...	...	60,445	...	...	...	242	...	60,687	
...	...	...	...	17,213	...	...	...	...	...	17,213	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	4,762	...	...	...	...	...	4,762	
...	...	...	...	14,850	...	1,300	...	6,019	...	22,169	
...	...	...	...	...	..	...	..	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	15,860	...	...	...	...	...	15,860	
...	...	...	...	1,13,130	...	1,300	...	6,261	...	1,20,691	
78	1,067	8,193	9,338	47,413	1,56,008	27,100	3,231	48,826	409	2,82,987	
...	21	852	873	26,609	12,724	3,704	1,409	11,790	4,009	60,245	
78	1,088	9,045	10,211	74,022	1,68,732	30,804	4,640	60,616	4,418	3,43,232	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	55,487	...	...	...	...	...	55,487	
...	...	...	...	1,99,251	5,209	...	...	241	11,615	2,16,316	
...	...	...	...	8,983	...	...	...	700	334	10,017	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	220	...	...	...	...	...	220	
...	...	...	...	15,465	15,203	3,453	...	2,374	2,202	38,697	
...	...	...	...	6,077	...	...	...	165	56	6,298	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	1,143	...	...	...	54	...	1,197	
...	...	...	...	380	...	...	...	...	...	380	
...	...	...	...	1,02,020	9,727	4,373	14,896	11,541	3,660	1,46,217	
...	...	...	...	3,89,026	30,139	7,827	14,896	15,021	17,921	4,74,829	
6,508	5,163	34,278	46,449	10,91,754	10,65,612	1,58,814	1,94,643	3,01,742	79,280	28,91,845	

Return of the Stages of Instruction of Pupils in Public Schools for General Education

Class of Schools.			Number of schools.	Number of pupils on the rolls on 31st March.	High Stage. Comprising all pupils who have passed beyond the Lower Secondary (Middle Stage), but have not passed the Matriculation Examination. 1			Middle Stage. Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle Stage). 2		
					Boys.	Girls.	Total.	Boys.	Girls.	Total.
SECONDARY SCHOOLS.										
For Boys	Departmental	English	46	7,525	1,378	...	1,378	5,002	1	5,003
		Vernacular	1	121	...	...	...	19	...	19
	District Fund	English	7	408	...	...	...	498	...	498
		Vernacular	220	29,677	...	...	...	3,715	...	3,715
	Municipal	English	25	3,413	214	...	214	3,199	...	3,199
		Vernacular	17	3,608	...	...	...	410	...	410
	Native States	English	11	490	42	...	42	448	...	448
		Vernacular	9	1,974	...	...	...	141	...	141
	Aided	English	48	3,774	1,230	5	1,235	2,473	21	2,494
		Vernacular	15	1,643	...	...	...	299	..	299
	Unaided	English	8	227	49	...	49	178	...	178
		Vernacular	2	50	...	...	...	22	...	22
	Total		409	53,000	2,913	5	2,918	16,404	22	16,426
For Girls	Departmental	English	...	...	...	..	...	...	...	...
		Vernacular	9	890	...	...	...	...	53	53
	District Fund	English	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	Municipal	English	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	Native States	English	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	Aided	English	13	300	...	19	19	1	280	281
		Vernacular	16	1,082	...	...	...	...	273	273
	Unaided	English	...	...	...	...	...	...	...	...
		Vernacular	1	37	...	...	...	...	9	9
	Total		39	2,309	...	19	19	1	615	616
TOTAL SECONDARY SCHOOLS			448	55,309	2,913	24	2,937	16,405	637	17,042
PRIMARY SCHOOLS.										
For Boys	Departmental		9	869	...	...	...	...	...	...
	District Fund		2,232	1,58,491	...	...	...	298	...	298
	Municipal		123	18,695	12	...	12	83	...	83
	Native States		271	25,603	...	...	...	...	...	...
	Aided		149	11,111	...	...	...	13	...	13
	Unaided		235	8,792	...	...	...	...	...	...
	Total		3,019	2,23,561	12	...	12	394	...	394
For Girls	Departmental		192	10,753	...	...	...	...	...	...
	District Fund		1	33	...	...	...	...	...	...
	Municipal		...	...	...	...	...	...	...	...
	Native States		13	889	...	...	...	...	...	...
	Aided		70	3,466	...	...	...	...	...	...
	Unaided		25	824	...	...	...	...	...	...
	Total		301	15,965	...	...	...	...	...	...
TOTAL PRIMARY SCHOOLS			3,320	2,39,526	12	...	12	394	...	394
GRAND TOTAL			3,768	2,94,835	2,925	24	2,949	16,799	637	17,436

in the Central Provinces and Berar at the end of the official year 1909-10.

Upper Primary Stage.			Lower Primary Stage.						Total.		
Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			Comprising all pupils who have not passed beyond the Lower Primary Stage.								
			Reading printed books.			Not reading printed books.					
3			4			5					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
378	...	378	472	...	472	294	...	294	7,524	1	7,525
21	...	21	46	...	46	35	...	35	121	...	121
...	...	...	...	...	...	...	...	...	498	...	498
5,502	2	5,504	12,587	107	12,694	7,612	152	7,764	29,416	261	29,677
...	...	...	...	...	...	...	...	..	3,413	...	3,413
449	...	449	1,832	...	1,832	895	22	917	3,586	22	3,608
...	...	...	...	...	...	...	...	...	490	...	490
191	1	192	1,038	12	1,050	562	29	591	1,932	42	1,974
20	...	20	9	...	9	16	...	16	3,748	26	3,774
175	...	175	701	...	701	468	...	468	1,643	...	1,643
...	...	...	...	...	...	...	...	...	227		227
4	...	4	15	...	15	4	5	9	45	5	50
6,740	3	6,743	16,700	119	16,819	9,886	208	10,094	52,643	357	53,000
...	...	...	...	...	...	...	...	...	...	...	...
...	81	81	...	362	362	...	394	394	...	890	890
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	..	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	1	299	300
1	138	139	9	337	346	9	315	324	19	1,063	1,082
...	...	...	...	...	...	...	...	...	...	...	...
...	12	12	...	7	7	...	9	9	...	37	37
1	231	232	9	706	715	9	718	727	20	2,289	2,309
6,741	234	6,975	16,709	825	17,534	9,895	926	10,821	52,663	2,646	55,309
109		109	583	1	584	176		176	868	1	869
22,047	220	22,267	80,681	3,763	84,444	47,138	4,344	51,482	1,50,164	8,327	1,58,491
3,698	3	3,701	9,895	4	9,899	4,966	34	5,000	18,654	41	18,695
1,490	44	1,534	11,597	852	12,449	16,302	1,318	11,620	23,389	2,214	25,603
1,329	28	1,357	5,565	93	5,658	4,016	67	4,083	10,923	188	11,111
629	1	630	3,871	63	3,934	4,140	88	4,228	8,640	152	8,792
29,302	296	29,598	1,12,192	4,776	1,16,968	70,738	5,851	76,589	2,12,638	10,923	2,23,561
...	741	741	...	4,927	4,927	5	5,080	5,085	5	10,748	10,753
				10	10		23	23	...	33	33
...	...	...	...	...	...	...	...	...	...	..	...
	44	44		433	433		412	412		889	889
29	339	368	123	1,454	1,577	50	1,471	1,521	202	3,264	3,466
...	8	8	10	327	337	2	477	479	12	812	824
29	1,132	1,161	133	7,151	7,284	57	7,463	7,520	219	15,746	15,965
29,331	1,428	30,759	1,12,325	11,927	1,24,252	70,795	13,314	84,109	2,12,857	26,669	2,39,526
36,072	1,662	37,734	1,29,034	12,752	1,41,786	80,690	14,240	94,930	2,65,520	29,315	2,94,835

Return showing the Results of Prescribed

Name of examination.	Number of Institutions sending Examinees.				Number of Examinees.				
	Institutions under Public management.	Aided Institutions.	Other Institutions.	Total.	Institutions under public management.	Aided Institutions.	Other Institutions.	Private Students.	Total.
1	2	3	4	5	6	7	8	9	10
ARTS COLLEGES.—									
1. Master of Arts ...	...	1	...	1	..	1	...	1	2
2. Bachelor of Arts ...	1	2	...	3	9	35	...	11	55
3. B. Sc. ...	1	...	...	1	21*	...	...	...	21
4. First B. A. ...	..	...	...	...	...	...	...	...	...
4. First B. Sc. ...	...	...	...	...	...	...	..	...	...
4. First Arts ...	1	2	...	3	54	139	...	16	109
4. Previous Examination ...	...	..	...	...	...	...	...	...	...
ORIENTAL COLLEGE—									
1. Master of Oriental learning ...	...	...	...	...	...	...	...	...	...
2. Bachelor of Oriental learning ...	...	...	...	...	...	...	...	...	...
3. Honors in Sanskrit ...	...	...	...	...	...	...	...	...	...
Do. Arabic ...	...	...	...	...	...	...	...	...	...
Do. Persian ...	...	...	...	...	...	...	...	...	...
4. High Proficiency in Sanskrit ...	...	...	...	...	...	...	...	...	...
Do. do. Arabic ...	...	...	...	...	...	...	...	...	...
Do. do. Persian ...	...	...	...	...	...	...	...	...	...
5. Proficiency in Sanskrit ...	...	...	...	...	...	...	...	...	...
Do. do. Arabic ...	...	...	...	...	...	...	...	...	...
Do. do. Persian ...	...	...	...	...	...	...	...	...	...
COLLEGES FOR PROFESSIONAL TRAINING.									
LAW—									
Allahabad University. 1. Supplementary L.L.B.	1	...	...	1	3	...	...	...	3
Allahabad University. 2. Previous Examination in Law.	1	...	...	1	40	...	...	...	40
Allahabad University. 3. Bachelor of Law ...	1	...	...	1	45	...	...	...	45
MEDICINE—									
Calcutta University. 1. Preliminary Examination.	1	...	...	1	4	...	...	...	4
Calcutta University. 2. Bachelor of Law ...	1	...	...	1	1	...	...	...	1
3. Honors in Medicine and Surgery.	...	...	...	...	...	...	...	...	...
4. First M. B. ...	...	...	...	...	...	...	...	...	...
4. First L. M. ...	...	...	...	...	...	...	...	...	...
5. First M. B. ...	...	...	...	...	...	...	...	...	...
5. First L. S. ...	...	...	...	...	...	...	...	...	...
6. Preliminary Scientific ...	...	...	...	...	...	...	...	...	...

* Includes 9 candidates appeared from the Government College, Jubbulpore, of whom 1 passed.

TABLE VI.

Examinations in the Central Provinces and Berar during the official 1909-10.

Number Passed.					Race or creed of passed Scholars.								Remarks.
Institutions under public management.	Aided Institutions.	Other Institutions.	Private Students.	Total.	Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Buddhists.	Parsees.	Others.	
							Brahmins.	Non-Brahmins.					
11	12	13	14	15	16	17	18	19	20	21	22	23	24
...	...	...	1	1	...	...	1	...	...	...	...	...	The figures relate to the Examinations held during the year 1909-10.
6	13	...	4	23	1	1	17	3	1	...	...	...	
8	...	...	...	8	...	...	8	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	..	...	...	...	...	...	...	...	
27	61	...	12	100	3	2	77	13	5	...	..	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	..	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
2	...	...	...	2	...	...	2	..	.	...	...	...	
25	...	...	...	25	1	1	19	2	1	...	1	...	
38	..	...	...	38	...	...	27	10	1	..	...	...	
2	..	...	...	2	...	...	2	...	...	...	...	...	
1	...	...	...	1	...	...	1	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	

Return showing the Results of Prescribed Examinations

Name of Examination.	Number of Institutions sending Examinees.				Number of Examinees.				
	Institutions under public management.	Aided Institutions	Other Institutions.	Total.	Institutions under public management.	Aided Institutions.	Other Institutions.	Private Students.	Total.
1	2	3	4	5	6	7	8	9	10
COLLEGES FOR PROFESSIONAL TRAINING—(*Concld.*)									
ENGINEERING—									
1. M. C. E.	...	...	...	...	...	...	...	...	...
2. B. C. E.	...	...	...	...	...	...	...	...	...
3. L. C. E.	...	...	...	...	...	...	...	...	...
4. First L. C. E.	...	...	...	...	...	...	...	...	...
TEACHING—									
1. Licentiating in Teaching—									
SCHOOLS FOR GENERAL EDUCATION—									
Matriculation ... Boys ...	14	12	1	27	347	276	12	19	654
Girls ...	...	...	...	...	...	...	...	...	...
School Final ... Boys ...	...	...	...	...	...	...	...	...	...
Girls ...	...	...	...	...	...	...	...	...	...
Upper Secondary Examination. Boys ...	...	...	...	...	...	...	...	...	...
Girls ...	...	...	...	...	...	...	...	...	...
Middle School Examination. Boys ...	144	24	2	170	1,716	361	9	18	2,104
Girls ...	...	6	...	6	7	30	...	...	37
High School Scholarship Examination. Boys ...	39	11	1	51	206	40	1	1	248
Girls ...	...	4	...	4	...	10	...	...	10
Primary Examination. Boys ...	2,284	123	34	2,441	19,776	931	211	65	20,983
Girls ...	121	31	1	153	556	128	7	3	694
SCHOOLS FOR SPECIAL INSTRUCTION.—									
1. Training School Examination for Masters. Upper ...	1	...	...	1	11	...	...	...	11
Lower	95	12	1	108	664	87	76	198	1,025
2. Training School Examination for Mistresses. Upper ...	...	...	...	...	...	...	...	...	...
Lower ...	4	9	...	13	13	61	...	13	87
3. School of Art Examination. Boys ...	78	30	...	108	1,105	380	...	85	1,570
Girls ...	3	1	...	4	14	4	...	...	18
4. Medical Examination. Boys ...	...	...	...	...	...	...	...	...	...
Girls ...	...	...	...	...	...	...	...	...	...
5. Examination in Engineering and Surveying. ...	1	...	...	1	29	...	...	...	29
6. Industrial School Examination ..	...	...	...	...	...	...	...	...	...
7. Veterinary Examination ...	...	...	...	...	...	...	...	...	...
8. Examination in Agriculture ...	...	...	...	...	...	...	...	...	...

TABLE VI.

in the Central Provinces and Berar during the official year 1909-10.—(Concld.)

Number Passed.					Race or creed of passed Scholars.								Remarks.
							Hindus.						
Institutions under public management.	Aided Institutions.	Other Institutions.	Private Students.	Total.	Europeans and Eurasians.	Native Christians.	Brahmins.	Non-Brahmins.	Muhammadans.	Buddhists.	Parsees.	Others.	
11	12	13	14	15	16	17	18	19	20	21	22	23	24
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
94	66	6	3	169	3	6	93	53	13	...	1	...	Includes figures for the Matriculation Examination held in March 1909.
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
951	256	3	9	1,219	14	38	471	587	103	5	1	...	
...	19	...	...	19	12	6	...	...	...	...	1	...	
115	23	1	1	140	5	3	66	53	12	...	...	1	
...	3	...	...	3	3	...	...	...	...	...	...	...	
12,956	658	123	44	13,781	5	117	2,396	9,253	1,111	37	1	801	
446	85	6	3	540	3	75	50	375	22	...	...	15	
7	...	...	...	7	...	...	5	1	1	...	...	...	
344	27	25	64	460	...	24	127	276	24	1	...	8	
...	...	...	...	...	...	...	...	...	...	...	...	...	
5	29	...	10	44	...	34	2	7	1	...	...	...	
670	200	...	41	911	...	17	401	392	96	...	4	1	
5	1	...	...	6	...	2	2	2	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
21	...	...	...	21	...	...	12	8	1	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	

Return showing the Distribution of District Fund and Municipal Expenditure on

Objects of Expenditure.	Expenditure of District Boards on Public Instruction.													
	In Institutions managed by District Fund Boards.											In Institutions managed by		
	Number of Institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance	Provincial grants.	District Funds.	Municipal grants.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Department.	Municipal Boards.	Private persons or associations.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
ARTS COLLEGES.														
Collegiate Education. — English	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Collegiate Education. — Oriental	...	...	...	...	...	...	...	...	...	...	...	...	...	...
COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.														
Collegiate Education. — Law	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Collegiate Education. — Medicine	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Collegiate Education. — Engineering	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Collegiate Education. — Teaching	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Collegiate Education. — Agriculture	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...	...	...	...	...	...	...	...
SECONDARY SCHOOLS.														
School Education, General. — For Boys. High Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School Education, General. — For Boys. Middle Schools. English	...	7	498	520	418	...	11,563	...	...	...	...	11,563	...	...	150
School Education, General. — For Boys. Middle Schools. Vernacular	...	220	29,677	29,256	21,818	...	1,59,312	...	...	...	...	1,59,312	...	...	...
School Education, General. — For Girls. High Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School Education, General. — For Girls. Middle Schools. English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School Education, General. — For Girls. Middle Schools. Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	...	227	30,175	29,776	22,256	...	1,70,875	...	...	...	...	1,70,875	...	...	150
PRIMARY SCHOOLS.														
School Education, General. — For Boys	...	2,232	1,58,491	1,55,166	1,13,012	...	6,95,445	...	...	...	...	6,95,445	...	...	25
School Education, General. — For Girls	...	1	33	33	13	...	246	...	...	...	...	246	...	...	...
Total	...	2,233	1,58,524	1,55,199	1,13,025	...	6,95,691	...	...	...	...	6,95,691	...	...	25
SCHOOLS FOR SPECIAL INSTRUCTION.														
School Education, Special. — Training Schools for Masters	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School Education, Special. — Training Schools for Mistresses	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School Education, Special. — School of Arts	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School Education, Special. — Law Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School Education, Special. — Medical Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School Education, Special. — Engineering and Surveying Schools.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School Education, Special. — Industrial Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School Education, Special. — Commercial Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School Education, Special. — Agricultural Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
School Education, Special. — Other Schools (Reformatory)	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Buildings	...	...	...	...	...	...	1,54,508	...	...	...	...	1,54,508	...	...	1,500
Furniture and Apparatus (special grants only).	...	...	...	...	...	...	12,724	...	...	...	...	12,724	...	...	...
Total	...	...	...	...	...	...	1,67,232	...	...	...	...	1,67,232	...	...	1,500
Inspection	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in— Arts Colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in— Medical Colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in— Professional Colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in— Secondary Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in— Primary Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in— Medical Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in— Technical and Industrial Schools.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in— Other Special Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
GRAND TOTAL	...	...	...	...	...	10,33,798	...	...	...	...	10,33,798	...	...	1,675

ERAL TABLE No. VII.

Public Instruction in the Central Provinces and Berar for the official year 1909-10.

Total District Fund expenditure on Public Instruction.	Expenditure of Municipal Boards on Public Instruction.													Total Municipal Expenditure on Public Instruction.	Total expenditure of District Fund and Municipal Boards on Public Instruction.	Remarks.
	In Institutions managed by Municipal Boards.										In Institutions managed by					
	Number of Institutions.	Number of scholars on the rolls on 31st March.	Number of scholars on the rolls monthly during the year.	Average daily attendance.	Provincial grants.	Municipal rates.	District Fund.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Department.	District Fund Boards.	Private persons or associations.			
16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
...	...	..	...	...	...	...	...	...	...	...	...	...	...	1,500	1,500	1,500	
...	...	...	...	...	.	...	...	...	...	...	...	...	...	...	...	...	
..	...	..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	..	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,500	1,500	1,500	
...	3	214	105	162	4,590	719	...	3,833	43	31	9,227	3,700	...	2,716	7,225	7,225	
11,713	22	3,199	3,140	2,615	22,479	20,717	...	14,502	116	515	58,329	1,951	...	4,222	26,890	38,603	
1,59,312	17	3,608	3,536	2,604	7,665	13,505	...	1,352	171	...	18,593	...	...	...	13,505	1,72,817	
...	...	...	...	...	..	...	...	...	...	...	...	...	..	40	40	40	
...	.	...	...	...	..	...	...	...	...	...	—	...	...	55	55	55	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	224	224	224	
1,71,025	42	7,021	6,871	5,381	9,044	34,241	...	11,687	730	546	86,147	5,741	...	7,257	47,770	2,18,964	
6,95,470	123	8,605	7,571	14,499	21,710	59,200	...	7,959	315	3	89,277	...	...	7,824	67,114	7,62,584	
246	...	...	...	...	.	..	...	...	...	—	...	10	...	2,321	2,331	2,577	
6,95,716	123	8,605	7,571	14,499	21,710	59,200	...	7,959	315	3	89,277	10	...	10,145	69,445	7,65,161	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	..	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,300	1,300	1,300	
...	..	...	...	...	..	..	...	...	...	...	...	...	...	...	...	...	
...	...	..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	..	...	...	...	.	...	...	...	..	...	...	...	...	...	...	
...	...	...	...	...	..	...	...	...	...	...	...	...	...	1,300	1,300	1,300	
1,56,008	...	...	...	...	12	18,200	...	344	947	...	19,503	...	...	8,810	27,100	1,83,108	
12,724	...	...	..	...	244	3,704	...	63	26	...	4,037	...	...	...	3,704	16,428	
1,68,732	...	...	...	...	256	21,904	...	407	973	...	23,630	...	...	8,810	30,804	1,99,536	
5,209	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	5,209	
...	...	...	...	...	...	..	...	..	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	..	...	...	..	...	...	...	...	...	...	...	
...	...	...	...	..	...	...	...	...	...	...	...	...	...	...	...	...	
15,203	...	...	...	..	...	...	...	...	...	...	...	...	...	...	3,453	18,656	
...	...	...	...	..	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	..	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
9,727	...	...	...	...	...	...	...	...	...	...	...	...	...	...	4,373	14,100	
30,139	...	...	...	...	..	..	...	...	...	...	...	...	...	...	7,826	37,965	
10,65,612	...	...	...	...	52,609	1,16,225	...	28,053	1,618	549	1,99,054	5,751	...	29,012	1,58,814	12,24,426	

EDUCATION—GENERAL TABLE VIII (FOR BOYS).

Return showing the Attendance and Expenditure in Hostels or Boarding-houses for the Central Provinces and Berar for the official year 1909-10.

Class of Hostels or Boarding-houses.	Number of—		Number of boarders who are students of—				Expenditure from—					Remarks.
	Hostels or Boarding-houses.	Boarders.	Arts Colleges.	Secondary Schools.	Primary Schools.	Special Schools.	Provincial Revenues.	Local or Municipal Funds.	Subscriptions or Endowments.	Fees.	Total Expenditure.	
1	2	3	4	5	6	7	8	9	10	11	12	13
							Rs.	Rs.	Rs.	Rs.	Rs.	
1.—Managed by Government ...	20	855	79	445	...	331	21 119	...	13,048	3,427	37,594	
2.—Managed by Local or Municipal Boards.	18	311	...	302	7	2	14	1,180	105	943	2,242	
3.—Aided by Government or by Local or Municipal Boards.	15	721	83	365	272	1	7,657	204	11,147	30,726	49,734	
4.—Unaided ...	4	94	...	93	1	...	...	...	589	...	589	

EDUCATION—GENERAL TABLE VIII (FOR GIRLS)

Return showing the Attendance and Expenditure in Hostels or Boarding-houses for the Central Provinces and Berar for the official year 1909-10.

Class of Hostels or Boarding-Houses.	Number of—		Number of boarders who are students of—				Expenditure from—					Remarks.
	Hostels or Boarding-houses.	Boarders.	Arts Colleges.	Secondary Schools.	Primary Schools.	Special Schools.	Provincial Revenues.	Local or Municipal Funds.	Subscriptions or Endowments.	Fees.	Total Expenditure.	
1	2	3	4	5	6	7	8	9	10	11	12	13
							Rs.	Rs.	Rs.	Rs.	Rs.	
1.—Managed by Government ...	2	31	...	...	...	31	12,527	...	...	...	12,527	
2.—Managed by Local or Municipal Boards.	...	...	...	...	...	...	...	...	...	...	...	
3.—Aided by Government or by Local or Municipal Boards.	7	336	...	95	241	...	8,305	...	3,460	15,354	27,119	
4.—Unaided ...	2	100	...	50	50	...	...	...	2,426	900	3,326	

EDUCATION—SUBSIDIARY TABLE No. II.—(FOR EUROPEANS ONLY).

Abstract Return of Expenditure on European Institutions in the Central Provinces for the Official year 1909-10.

	Total Direct Expenditure.					Total Indirect Expenditure.				Total.	Total expenditure.	Remarks.
	University Education.	School Education, General.		School Education, Special.	Total.	Scholarships.	Buildings.	Furniture.	Miscellaneous.			
	Arts Colleges.	Secondary Schools.	Primary Schools.	Industrial Schools.								
1	2	3	4	5	6	7	8	9	10	11	12	13
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
Institutions .. For Males ...	...	31,092	19,065	2,880	53,037	2,252	40,569	4,757	2,729	50,307	1,03,344	
Institutions .. For Females ...	...	16,516	28,943	...	45,459	3,012	11,013	954	955	15,934	61,393	
Total ...	...	47,608	48,008	2,880	98,496	5,264	51,582	5,711	3,684	66,241	1,64,737	
(*a*) Percentages of Provincial expenditure included in columns 2 to 11 to total Provincial expenditure on European Institutions.	...	32·92	25·47	1·77	60·17	6·76	26·52	3·66	2·90	39·83	100·00	
(*b*) Do. do. to Muncipal expenditure ...	...	7·68	19·94	...	59·79	...	72·37	...	...	40·21	100·00	
(*c*) Do. do. Total expenditure ...	...	28·89	29·14	1·75	59·79	3·19	31·31	3·47	2·24	40·21	100·00	
Average annual cost of educating each pupil :—	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.							
Aided Institutions ... Cost of Provincial Revenues ...	...	64 12 0	21 13 2	17 11 1	35 14 5							
Aided Institutions ... Cost of Municipal Funds ...	...	2 5 6	2 10 5	...	2 8 11							
Total ...	...	120 3 7	52 13 0	36 14 9	75 7 7							
Unaided Institutions ...	...	...	...	.	. .							
Total ...	...	120 3 7	52 13 0	36 14 9	75 7 7							

EDUCATION—SUBSIDIARY TABLE No. III—(For Europeans only).

Return of European Schools and Scholars in the Central Provinces for the year 1909-10.

	Public Institutions.								Grand Total of Public Institutions.	Grand Total of scholars on 31st March.	Number of scholars on 31st March learning.			Girls in Boys' Schools.	Boys in Girls' Schools.	Remarks.
	Under public management.															
	Aided by Government District or Municipal Board.				Unaided.						English.	A classical language.	A vernacular language.			
	Number of Institutions.	Number of scholars on rolls on the 31st March.	Average number on rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of scholars on rolls on the 31st March.	Average number on rolls monthly during the year.	Average daily attendance.								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
COLLEGES.																
SECONDARY SCHOOLS.																
School Education, General. — For Boys — High Schools	4	71	56	51	...	...	...	...	4	71	71	45	67	5	...	
School Education, General. — For Boys — Middle Schools	5	206	203	184	...	...	...	...	5	206	206	201	194	19	...	
School Education, General. — For Girls — High Schools	4	19	17	12	...	...	...	...	4	19	19	19	...	...	...	
School Education, General. — For Girls — Middle Schools	6	126	120	105	...	...	...	...	6	126	126	119	...	...	...	
Total	19	422	396	352	...	...	...	...	19	422	422	384	261	24	...	
PRIMARY SCHOOLS.																
School Education, General. — For Boys	6	356	352	301	...	...	...	...	6	356	356	148	148	56	...	
School Education, General. — For Girls	10	603	557	459	...	...	...	...	10	603	603	42	...	...	165	
Total	16	959	900	700	...	...	...	...	16	959	959	190	148	56	165	
SCHOOL EDUCATION, SPECIAL.																
Industrial Schools... Boys	1	(72)	(78)	(62)	...	...	...	...	1	(72)	(72)	...	...	...	...	The figures in brackets are included in the main school.
Industrial Schools... Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Total of Schools or Public Institutions	36	1,381	1,305	1,112	..	...	...	...	36	1,381	1,381	574	409	80	165	

EDUCATION—GENERAL TABLE III-A.

Number of Scholars on the 31st March classified according to Sex, Race, or Creed, for the official year 1909-10.—(European Schools in Central Provinces.)

Class of Institution.	Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Budhists.	Parsis.	Gonds and other aborigines.	Others.	Total.
			Brahmins.	Non-Brahmins.						
COLLEGIATE EDUCATION.										
ARTS COLLEGES.										
English ... Male	...	...	...	...	...	...	...	...	...	...
... Female	...	...	...	...	...	...	...	...	...	...
Oriental ... Male	...	...	...	...	...	...	...	...	...	...
... Female	...	...	...	...	..	...	...	...	...	...
COLLEGES FOR PROFESSIONAL TRAINING.										
Law ... Male	...	...	...	...	...	...	...	...	...	...
... Female	...	...	...	...	...	...	...	...	...	...
Medicine ... Male	...	...	...	...	...	...	...	...	...	...
... Female	...	...	...	...	...	...	...	...	...	...
Engineering ... Male	...	...	...	...	...	...	...	...	...	...
... Female	...	...	...	...	...	...	...	...	...	...
Teaching ... Male	...	...	...	...	...	...	...	...	...	...
... Female	...	...	...	...	...	...	...	...	...	...
Agriculture ... Male	...	...	...	...	...	...	...	...	...	...
... Female	...	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION—GENERAL.										
SECONDARY SCHOOLS FOR BOYS.										
High Schools ... Male	64	...	1	...	1	...	...	...	...	...
... Female	5	...	...	...	...	...	...	...	...	...
Middle Schools—										
English ... Male	168	2	3	..	...	..	14	...	...	...
... Female	19	..	...	...	...	...	...	...	...	...
Vernacular ... Male	...	...	...	...	...	...	...	...	...	...
... Female	...	...	...	...	...	...	...	...	...	...
For Girls.										
High Schools ... Male	...	...	...	...	...	...	...	...	...	...
... Female	18	...	...	...	...	...	1	...	...	...
Middle Schools—										
English ... Male	...	...	...	...	...	...	...	...	...	...
... Female	122	...	...	...	4	...	...	...	...	...
Vernacular ... Male	...	...	...	...	...	...	...	...	...	...
... Female	..	...	...	...	...	...	...	...	...	...
Total ...	396	2	4	...	5	...	15	...	...	...
PRIMARY SCHOOLS.										
For Boys ... Male	275	1	3	...	4	...	17	...	...	...
... Female	51	...	...	...	...	...	5	...	...	...
For Girls ... Male	157	...	...	...	...	...	6	...	2	...
... Female	415	...	1	...	...	...	19	...	3	...
Total ...	898	1	4	...	4	...	47	...	5	...

EDUCATION—GENERAL TABLE III-A.

Number of Scholars on the 31st March classified according to Sex, Race, or Creed, for the official year 1909-10.—(*European Schools in Central Provinces.*)—(Concld.)

Class of Institution.	Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Budhists.	Parsis.	Gonds and other aborigines.	Others.	Total.
			Brahmins.	Non-Brahmins.						
SCHOOL EDUCATION—SPECIAL.										
SCHOOLS FOR SPECIAL INSTRUCTION.										
Training Schools ... { Male ...	...	...	...	...	...	...	...	...	...	...
Training Schools ... { Female ...	...	...	...	...	...	...	...	...	...	...
Schools of Art ... { Male ...	...	...	...	...	...	...	...	...	...	...
Schools of Art ... { Female ...	...	...	...	...	...	...	...	...	...	...
Law Schools ... { Male ...	...	...	...	...	...	...	...	...	...	...
Law Schools ... { Female ...	...	...	...	...	...	...	...	...	...	...
Medical Schools ... { Male ...	...	...	...	...	...	...	...	...	...	...
Medical Schools ... { Female ...	...	...	...	...	...	...	...	...	...	...
Engineering and Surveying Schools. { Male ...	...	...	...	...	...	...	...	...	...	...
Engineering and Surveying Schools. { Female ...	...	...	...	...	...	...	...	...	...	...
Industrial Schools ... { Male ...	(72)	...	...	...	...	...	...	...	...	...
Industrial Schools ... { Female ...	...	...	...	...	...	...	...	...	...	...
Other Schools ... { Male ...	...	...	...	...	...	...	...	...	...	...
Other Schools ... { Female ...	...	...	...	...	...	...	...	...	...	...
Total	(72)	...	...	...	...	...	...	...	...	...
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION.	1,294	3	8	...	9	...	62	...	5	...
PRIVATE INSTITUTIONS.										
1. Advanced Teaching—										
(*a*) Arabic or Persian. { Male ...	...	...	...	...	...	...	...	...	...	...
(*a*) Arabic or Persian. { Female ...	...	...	...	...	...	...	...	...	...	...
(*b*) Sanskrit ... { Male ...	...	...	...	...	...	...	...	...	...	...
(*b*) Sanskrit ... { Female ...	...	...	...	...	...	...	...	...	...	...
(*c*) Any other Oriental classics. { Male ...	...	...	...	...	...	...	...	...	...	...
(*c*) Any other Oriental classics. { Female ...	...	...	...	...	...	...	...	...	...	...
2. Elementary Teaching—A. Vernacular only or mainly.										
For Boys ... { Male ...	...	...	...	...	...	...	...	...	...	...
For Boys ... { Female ...	...	...	...	...	...	...	...	...	...	...
For Girls ... { Male ...	...	...	...	...	...	...	...	...	...	...
For Girls ... { Female ...	...	...	...	...	...	...	...	...	...	...
3. Elementary Teaching—the Koran only.										
For Boys ... { Male ...	...	...	...	...	...	...	...	...	...	...
For Boys ... { Female ...	...	...	...	...	...	...	...	...	...	...
For Girls ... { Male ...	...	...	...	...	...	...	...	...	...	...
For Girls ... { Female ...	...	...	...	...	...	...	...	...	...	...
Other schools not conforming to Departmental Standards.										
For Boys ... { Male ...	...	...	...	...	...	...	...	...	...	...
For Boys ... { Female ...	...	...	...	...	...	...	...	...	...	...
For Girls ... { Male ...	...	...	...	...	...	...	...	...	...	...
For Girls ... { Female ...	...	...	...	...	...	...	...	...	...	...
TOTAL OF PRIVATE INSTITUTIONS ...	...	...	...	...	...	...	...	...	...	...
GRAND TOTAL ...	1,294	3	8	...	9	...	62	...	5	...

EDUCATION—SUBSIDIARY TABLE IV.—(FOR EUROPEANS ONLY.)

Return of Expenditure on European Institutions in the Central Provinces for the official year 1909-10.

Object of Expenditure.	Public Institutions.										Total of expenditure from					Remarks.
	Under Private Management.															
	Aided by the Government.						Unaided.									
	Provincial Revenues.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	Municipal Funds.	Fees.	All other sources.	Grand Total.	
1	2a	2b	2c	2d	2e	2	3a	3b	3c	3	4a	4b	4c	4d	4	
COLLEGES.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
Secondary Schools, English—																
For Boys ... High Schools	7,155	334	2,820	820	1,908	13,037	...	...	...	...	7,155	334	2,820	2,728	13,037	
For Boys ... Middle Schools	10,055	500	3,488	1,361	2,651	18,055	...	...	...	...	10,055	500	3,488	4,012	18,055	
For Girls ... High Schools	2,481	40	757	50	1,351	4,679	...	...	...	...	2,481	40	757	1,401	4,679	
For Girls ... Middle Schools	5,947	55	4,183	328	2,324	11,837	...	...	...	...	5,947	55	3,183	2,652	11,837	
Total	25,638	929	10,248	2,559	8,234	47,608	...	...	...	...	25,638	929	10,248	10,793	47,608	
PRIMARY SCHOOLS.																
For Boys	7,609	1,066	5,632	2,012	2,746	19,065	...	...	...	...	7,609	1,066	5,632	4,758	19,065	
For Girls	12,227	1,345	8,972	235	6,164	28,943	...	...	...	...	12,227	1,345	8,972	6,399	28,943	
Total	19,836	2,411	14,604	2,247	8,910	48,008	...	...	...	...	19,836	2,411	14,604	1,1157	48,008	
Industrial Schools ... Boys	1,380	...	...	...	1,500	2,880	...	...	...	...	1,380	...	...	1,500	2,820	
Industrial Schools ... Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Scholarships held in Colleges Arts	817	...	...	...	...	817	...	...	...	...	817	...	...	...	817	
Scholarships held in Colleges Professional	220	...	...	...	...	220	...	...	...	...	220	...	...	...	220	
Scholarships held in Secondary Schools	1,492	...	...	...	...	1,492	...	...	...	...	1,492	...	...	...	1,492	
Scholarships held in Primary	2,735	...	...	...	...	2,735	...	...	...	...	2,735	...	...	...	2,735	
Buildings	20,650	8,750	...	2,057	20,125	51,582	...	...	...	...	20,650	8,750	...	22,182	51,582	
Furniture	2,850	...	...	120	2,741	5,711	...	...	...	...	2,850	...	...	2,861	5,711	
Miscellaneous	2,255	...	164	554	711	3,684	...	...	...	...	2,255	...	164	1,265	3,684	
Total	31,019	8,750	164	2,731	23,577	66,241	...	...	...	...	31,019	8,750	164	26,308	66,241	
Total Expenditure on European Institutions	77,873	12,090	25,016	7,537	42,221	1,647,37	...	...	...	...	77,873	12,090	25,016	49,758	1,64,737	

EDUCATION—SUBSIDIARY TABLE No. V.—(For Europeans only.)

Return of the Stages of Instruction of Pupils in Public Schools for General Education in the European Schools of the Central Provinces for the official year 1909-10.

Class of Schools.	Number of Schools.	Number of pupils on the roll on 31st March.	High Stage. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination.			Middle Stage. Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary Middle Stage.			Upper Primary Stage. Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			Lower Primary Stage. Comprising all pupils who have not passed beyond the Lower Primary Stage.						Total.		
												Reading printed books.			Not reading printed books.					
			1			2			3			4			5					
			Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
SECONDARY SCHOOLS.																				
For Boys... Aided ... English	9	277	66	5	71	187	19	206	...	...	..	...	...	...	...	...	...	253	24	277
For Boys... Aided ... Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For Boys... Unaided ... English	...	...	...	...	...	...	..	...	...	...	...	...	...	...	...	...	..	...	...	...
For Boys... Unaided ... Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	9	277	66	5	71	187	19	206	...	...	...	...	...	...	...	...	...	253	24	277
For Girls... Aided ... English	10	145	...	19	19	...	126	126	...	...	...	...	...	...	...	...	...	...	145	145
For Girls... Aided ... Vernacular	..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For Girls... Unaided ... English	...	...	..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For Girls... Unaided ... Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	10	145	...	19	19	..	126	126	...	...	...	...	...	...	...	...	...	...	145	145
Total Secondary Schools	19	422	66	24	90	187	145	332	...	...		...	...	...	...	...	...	253	169	422
PRIMARY SCHOOLS. For Boys ... Aided ...	6	356	...	...	...	...	...	...	115	25	140	177	26	203	8	5	13	300	56	356
For Boys ... Unaided ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	6	356	...	...	...	...	...	...	115	25	140	177	26	203	8	5	13	300	56	356
For Girls ... Aided ...	10	603	...	...	...	...	...	...	26	173	199	105	200	305	34	65	99	165	438	603
For Girls ... Unaided ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	10	603	...	...	...	..	...	...	26	173	199	105	200	305	34	65	99	165	438	603
Total Primary Schools	16	959	...	...	...	...	...	...	141	198	339	282	226	508	42	70	112	465	494	959
Grand Total	35	1,381	66	24	90	187	145	332	141	198	339	282	226	508	42	70	112	718	663	1,381

Note.—The number of girls shown in this table should correspond with the number returned under Primary and Secondary Schools in Form No. III. Mixed schools should be entered as Boys' schools or Girls' schools, according to the number of boys or of girls is greater.

APPENDIX.

APPENDIX A.

Return showing the General and Statistical Summary for the preparation of Maps.

Territory.		Population.		Children.		1909-10.				
		Males.	Females.	Males.	Females.	Total number of children under instruction.	Total number of children in Colleges and Special Schools.	Number of boys in Secondary Schools.	Number of boys in Primary Schools.	Total number of girls under instruction.
1		2	3	4	5	6	7	8	9	10
BRITISH TERRITORY.										
The Nerbudda Valley ...	Saugor	230,802	228,910	34,620	34,336	10,117	...	3,000	5,619	1,498
	Damoh	144,196	144,268	21,629	21,640	6,242	...	988	4,764	490
	Jubbulpore	348,614	362,313	52,292	54,346	18,040	452	2,798	12,622	2,168
	Narsinghpur	149,414	159,449	22,412	23,917	9,023	87	1,873	6,033	1,030
	Hoshangabad	222,899	228,552	33,434	34,282	12,866	35	3,262	8,491	1,078
	Total ...	1,095,925	1,123,492	164,387	168,521	56,288	574	11,921	37,529	6,264
	Percentage ...	...	...	...	...	16·9	·1	7·2	22·8	3·7
The Satpura Range ...	Nimar	177,707	170,004	26,656	25,500	7,905	...	1,324	5,642	940
	Betul	140,090	147,511	21,013	22,126	3,993	...	662	3,130	201
	Chhindwara	207,433	218,884	31,114	32,832	6,887	...	1,177	5,406	304
	Seoni	160,912	174,915	24,136	26,237	5,811	..	644	4,683	484
	Balaghat	157,951	170,664	23,692	25,599	8,306	...	828	7,009	469
	Mandla	165,785	172,483	24,867	25,872	6,252	...	1,320	4,457	475
	Total ...	1,009,878	1,054,461	151,478	158,166	39,154	...	5,954	30,327	2,873
	Percentage ...	...	...	...	...	12·6	...	3·9	20·0	1·8
The Maratha Country ...	Wardha	196,401	194,780	29,460	29,217	9,429	...	2,174	6,711	544
	Nagpur	388,844	387,144	58,326	58,071	18,416	549	4,632	11,497	1,738
	Bhandara	328,922	353,790	49,338	53,068	8,824	...	1,153	7,324	347
	Chanda	300,650	309,415	45,097	46,412	7,592	...	1,512	5,549	531
	Total ...	1,214,817	1,245,129	182,221	186,768	44,261	549	9,471	31,081	3,160
	Percentage ...	...	...	...	...	11·9	·1	5·1	17·	1·6

Chhattisgarh	Raipur	...	532,675	564,183	79,901	84,627	25,426	95	966	20,211	4,154
	Bilaspur	..	445,789	471,451	66,868	70,715	19,158	...	2,209	14,749	2,200
	Drug	...	297,998	330,887	44,699	49,633	12,944	...	283	10,108	2,553
	Total	...	1,276,462	1,366,521	191,468	204,975	57,528	95	3,458	45·068	8,907
	Percentage	...	...	...	...	...	14·5	·02	1·8	23·5	4·3
Berar	Akola	...	383,427	371,377	57,514	55,707	19,856	12	5,858	12,503	1,483
	Amraoti	...	413,013	396,486	61,952	59,473	23,938	158	5,886	16,255	1,639
	Buldana	...	308,153	305,603	46,223	45,480	16,860	..	5,837	9,897	1,126
	Yeotmal	...	289,707	286,250	43,456	42,937	9,464	...	1,856	6,890	718
	Total	...	1,394,300	1,359,716	209,145	203,957	70,118	170	19,437	45,545	4,966
	Percentage	...	...	...	...	...	16·9	·04	9·2	21·7	2·4
	Feudatory States.										
Nerbudda Valley	Hoshangabad	...	6,366	6,549	955	982	301	...	...	301	...
	Total	...	6,366	6,549	955	982	301	...	...	301	...
	Percentage	...	...	...	...	...	15·5	...	...	31·5	...
Chhattisgarh	Raipur	...	528,460	526,272	79,269	78,940	18,098	...	1,140	6,332	2,093
	Bilaspur	...	178,300	186,376	26,745	27,956	8,215	...	318	14,865	919
	Drug	...	89,324	96,675	13,398	14,500	2,342	...	964	1,891	133
	Total	...	796,084	809,323	119,412	121,396	28,655	...	2,422	23,088	3,145
	Percentage	...	...	...	...	...	11·8	...	2·0	19·7	2·5
	GRAND TOTAL	...	6,793,832	6,965,191	1,019,075	1,044,778	296,305	1,388	52,663	212,939	29,315
	PERCENTAGE	...	...	...	...	...	14·3	·6	5·1	20·8	2·8

Govt. Press, Nagpur :—No. 815, Civil Sectt.—31-8-10—400.

00133963

Digitized with financial assistance from

Government of Maharashtra

on 01 February, 2020